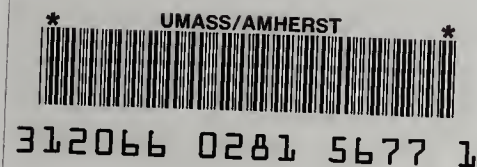


MASS. EDL. 2: C38/998/South Boston



SOUTH BOSTON HARBOR ACADEMY CHARTER SCHOOL

RECEIVED

JAN 05 1998

**DEPT OF EDUCATION
BOSTON OFFICE**

FINAL APPLICATION

GOVERNMENT DOCUMENTS
COLLECTION

JAN 27 1998

University of Massachusetts
Depository Copy

South Boston Charter School Foundation

January 5, 1998

January 5, 1998

Dr. Robert V. Antonucci
Commissioner of Education
Department of Education / Boston Office
One Ashburton Place, Room 1403
Boston, MA 02108

Dear Commissioner Antonucci:

We are pleased to submit our final application to establish one of 12 new Commonwealth charter schools in Massachusetts.

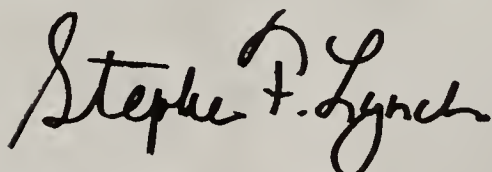
Our school will be called the South Boston Harbor Academy Charter School, formerly known in the prospectus as the South Boston Oceanographic Academy, but changed to reflect the broader focus our school intends to adopt. We expect the school to be located on the South Boston waterfront. When fully developed, the school will extend from grades 5 through 12. A first-year enrollment of 120 is expected, serving grades 5 through 7, expanding one grade per year until the first graduating class begins its senior year in 2003.

The applicant group – the South Boston Charter School Foundation – consists of parents, community leaders, and educators interested in expanding the educational opportunities of children and families in the South Boston community and City of Boston.

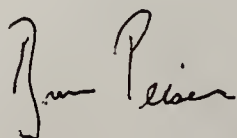
The school will provide students with an academically rigorous college preparatory program, and will encourage parents to be active partners in their children's education. Given the increasing importance of scientific and technical specialization in the workplace, the South Boston Harbor Academy Charter School will emphasize mathematics and science. The school will draw upon the resources of its waterfront location and the richness of its community's history. Indeed, Boston Harbor will serve as an extension of the school, offering a primary source for investigating the various sciences. The location of the school site will also provide the foundation for cultivating student appreciation of the relationship between people and the marine environment.

We look forward to meeting with you to discuss our proposed charter in the weeks and months ahead.

Sincerely,



Stephen F. Lynch, Esq.



Brett M. Peiser



Susan C. D. Fortin

SOUTH BOSTON CHARTER SCHOOL FOUNDATION

I. Applicant Information Sheet

(This sheet must be attached to the prospectus and final application.)

This application is for a (check one):

☒ Commonwealth Charter ☐ Horace Mann Charter

(Please Type)

Name of Proposed Charter School South Boston Harbor Academy Charter School

School Address (if known) _____

School Location (City/Town) South Boston, MA

Name of Group Applying for the Charter South Boston Charter School Foundation

Contact Person Brett Peiser

Address 1386 Lexington Avenue Apt. 3A

City New York State NY Zip 10128

Daytime Tel: (212) 348-7134 Fax: (_____) _____

E-mail: peiser@kaplan.com

The proposed school will open in the fall of school year: ☒ 1998-99 ☐ 1999-00

School Year	Grade Levels	Total Student Enrollment
First Year	5-7	120
Second Year	5-8	160
Third Year	5-9	200
Fourth Year	5-10	240
Fifth Year	5-11	280

Will this school be a Regional Charter School? ☐ Yes ☒ No

School Districts from which students are expected to come (use additional sheets if necessary):

Boston _____

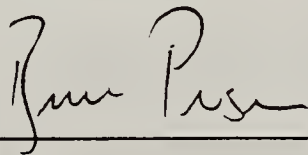
III. Commonwealth Charter School Certification Statement

Proposed Charter School Name South Boston Harbor Academy Charter School

Proposed School Location (City/Town) South Boston, MA

I hereby certify that the information submitted in this application is true to the best of my knowledge and belief; and further, I understand that, if awarded a charter, the proposed school shall be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, or proficiency in the English language, and academic achievement. This is a true statement, made under the penalties of perjury.

Signature of
Authorized Person



Date 1/5/98

Print/Type Name Brett Peiser

I. ABSTRACT

ABSTRACT

Mission

The mission of the South Boston Harbor Academy Charter School is to provide an academically rigorous college preparatory public education to students from the South Boston community and City of Boston, with a particular emphasis on math and science; to integrate into the school's educational program its Boston Harbor campus, drawing particularly upon the natural resources of the school's waterfront location and the rich history of South Boston and the Greater Boston area; to create a thriving school community that makes students feel they are part of something larger than themselves and that encourages families to be proud and active partners with the school; to develop in students qualities associated with strong character and many of the new, basic skills necessary in today's academic and professional world; and to instill in students a desire to pursue independent academic inquiry and a lifelong understanding of the value and importance of education.

Educational Philosophy

The educational program of the South Boston Harbor Academy Charter School will revolve around a comprehensive college preparatory curriculum, with a focus on the principles of math and science. With intensive scientific and technical study, complemented by a rich offering of courses in the humanities, the school will develop in students a core set of vital academic skills. Taking advantage of its harbor-front campus, the school will use the surrounding area to teach students the team-building and problem-solving techniques used by mathematicians, scientists, and engineers. Through direct and cooperative instruction, the school will broaden student opportunities by ensuring that students are ready to enter a professional world that increasingly requires a college degree, analytic skills, and technical expertise. Using the Commonwealth's Curriculum Frameworks as its basis, the school's standards-based curriculum will draw upon the research of scientific and professional organizations, schools with similar, technical courses of study, and the resources of Boston Harbor and the South Boston community.

Most Important Goals and Expected Outcomes

By defining, establishing, and meeting specific measures of success, the South Boston Harbor Academy Charter School will be accountable to students, parents, the community, and the Commonwealth. The school's most important goals and expected outcomes include continuously improving academic achievement through student performance on the Massachusetts Comprehensive Assessment System, the Stanford Achievement Test, and semiannual projects in math and the sciences; consistently attracting student enrollment and retaining an effective teaching staff; ensuring all students are prepared to attend college; regular parental involvement in their children's education; creating a safe and orderly environment in which teachers and students can concentrate on teaching and learning; establishing and managing a financially sound school; incorporating one additional grade per year; and securing a permanent school facility.

II. NARRATIVE

MISSION

A. What is the purpose of this school?

The mission of the South Boston Harbor Academy Charter School is:

- to provide an academically rigorous college preparatory public education to students from the South Boston community and City of Boston, with a particular emphasis on math and science;
- to integrate into the school's educational program its Boston Harbor campus, drawing particularly upon the natural resources of the school's waterfront location and the rich history of South Boston and the Greater Boston area;
- to create a thriving school community that makes students feel they are part of something larger than themselves and that encourages families to be proud and active partners with the school;
- to develop in students qualities associated with strong character – including integrity, perseverance, respect for others, and a concern for community – and many of the new, basic skills necessary in today's academic and professional world – including the ability to communicate clearly and work productively in groups to solve problems; and
- to instill in students a desire to pursue independent academic inquiry and a lifelong understanding of the value and importance of education.

STATEMENT OF NEED

A. Why is this kind of school needed in this community?

With its emphasis on college attendance, focus on math and the sciences, thematic and curricular connection to the marine environment, and encouragement of parental involvement, the South Boston Harbor Academy is intended to meet the needs of all of Boston's schoolchildren, as well as respond directly to several compelling needs in the neighborhood in which it will be located.

A college preparatory school is needed here because as the Greater Boston area's economy continues its transformation from a manufacturing center to one based on knowledge and analytic abilities, employers seek college graduates with a variety of social, academic, and practical skills. No longer is a high school degree sufficient for a secure future. Despite this change, only 58 percent of 1996 graduates of Boston Public Schools planned to attend college versus 72 percent of Massachusetts graduates statewide.¹ In South Boston, as much as 26 percent of the population 25 and older have not completed high school, while only 15 percent hold Bachelor degrees.² The Academy seeks to prepare students both academically and professionally for life beyond school, and open up possibilities they may never have considered.

The need for middle and high schools that emphasize math and science is shared across the state, but is particularly strong in Boston. While Massachusetts eighth-graders ranked fifth in a recent national assessment of science proficiency, a full 32 percent were rated basic, showing only partial mastery of biology, chemistry, physics, and earth science. Thirty-one percent of students did not even meet this most basic level. Even more worrisome, substantial achievement differences remain both between boys and girls and among various racial groups.³ 1996 Massachusetts Educational Assessment Program scores in math and science indicate City students are performing below the state average in grades 4, 8, and 10.⁴ Our

charter school will give students a solid grounding in scientific and technical skills so that they are prepared to continue their studies in college and enter a professional workforce whose opportunities fall increasingly in financial services, computer systems, and engineering – fields that demand technical expertise.

A charter school in South Boston possesses the inspiring potential to bring children and families together from many of the City's neighborhoods. By making comprehensive outreach efforts to attract students from all over Boston, the Academy can loosen the insularity that can sometimes permeate communities. This school – with high expectations, with parents as true partners, and with City resources integrated into the curriculum – will attract families who might not otherwise attend school outside their community.

Our mission responds to the needs of all of the City's students; however, it also speaks directly to the needs of the South Boston community. A school that makes students feel they are part of something larger than themselves and that welcomes and even requires parents to become involved in their children's education is needed here because many parents feel isolated from their children's education. For many residents, schools have lost their place as anchors in the community, sources of pride and hope which appeal to families as safe environments in which to learn. While over 60 percent of South Boston's children attend public school, only 16 percent attend public school in South Boston.⁵ As a result, many parents feel increasingly isolated from the public schools, with little connection to their children's daily lives.

Over the past year, the South Boston community suffered the tragic deaths of six of its young men who took their own lives. An additional 70 teenagers have been hospitalized for attempting or considering suicide. As a recent article reported, "a contagion of despair...runs like an electric current...among many of the young people of South Boston."⁶ While these unfortunate six surely had complex reasons for taking their lives, many parents and community members believe that local institutions – including the schools – could have played a greater role in preventing this loss. A charter school in South Boston that brings parents in as partners in their children's education and that seeks to build partnerships with community organizations can help students feel part of something larger than themselves. It also would be a concrete step toward reclaiming parents' lost faith, countering the feeling that the public schools have "let these kids down," as the mother of one of the six young men has put it.

B. Why is a charter school necessary in order for the program to exist or succeed?

A charter school is necessary for this program to succeed because achieving its goals requires that students be wholly immersed in the school's educational program and culture. An afterschool or weekend program is not sufficient to instill the importance of a college education, to focus particularly on math and science, and to teach the valuable connection of education and life outside school. The time commitment that only a school can provide – in our case, a longer school day and year – is necessary to integrate those goals.

In return for greater accountability, charter schools gain greater flexibility. Our charter school can play an important role in educational reform if innovations to improve teaching and learning can be replicated and implemented elsewhere in the state. Our status as a charter school will allow us greater latitude in designing curriculum, professional development, and school management. Combined with the unparalleled public visibility of charter schools, our innovations can help the entire educational system improve.

Finally, a charter school is necessary because it creates incentives to succeed. Successful programs achieve their goals because they embody incentives that reward staff for progress toward those goals, and consequences for failing to meet them. The most important incentive charter schools possess, and which traditional schools sometimes lack, is accountability to the state. The accountability requirements provide incentives for Trustees, administrators, and teachers to achieve their goals, with real consequences for failure – revocation of the school's charter. This program needs and welcomes the accountability that accompanies charter school status.

C. What evidence exists that there is a sufficient demand for the educational program you are proposing?

Evidence of demand for this educational program comes from a number of sources, including parents and students, employers and industry, and representatives of the math and science communities.

There is considerable evidence that Boston parents and students seek greater choice in education. While demand for specific charter schools is linked to the school's specific educational program, waiting list figures at existing schools suggest that families are very interested in the expanded opportunities charter schools offer. In 1995-96, the Boston Renaissance Charter School enrolled 876 students with a waiting list of 1,847, while the Neighborhood House Charter School enrolled 105 pupils with a waiting list of 169.⁷ Further evidence includes Boston students' private-school attendance rate at twice the statewide figure.⁸ Specifically, parents and students demand a high quality college preparatory education. But such a curriculum does not have to be the purview of the few who are fortunate to attend Boston's exam schools. A public charter school education emphasizing college attendance would be a welcome alternative.

From the perspective of industry, the demand for a college preparatory education is not only significant but increasing. As researchers have recently pointed out:

"During the past twenty years, the skills required to succeed in the economy have changed radically, but the skills taught in most schools have changed very little. As a result of the ever-growing mismatch between the skills of most graduates and the skills required by high-wage employers, a U.S. high school diploma is no longer a ticket to the U.S. middle class...Many people have an education that is no longer in demand."⁹

Statistical evidence bears this dilemma out. Over the past two decades, earnings of college graduates have increased slightly while earnings for those with only a high school diploma have dropped precipitously. In 1979, a 30-year-old man with a high school diploma earned a yearly average of \$27,700, in 1993 dollars. By 1993, the same person could expect to earn an average of \$20,000. For the same person with a college degree, earnings increased from \$30,000 to \$31,000, expanding the average difference between the earnings of high school and college graduates to over 50 percent.¹⁰ A recent Massachusetts study reported "occupations that require an Associate's degree or higher are projected to grow the fastest and account for the most new jobs" by 2005, with two out of five requiring a Bachelor's degree or higher.¹¹

Our focus on math and science also address student's eventual workplace needs. Graduates proficient in math and science will be better prepared to continue such studies once in college and upon graduation, to enter an increasingly sophisticated workplace that puts a premium on technical skills. The recent Third International Mathematics and Science Study offered disappointing evidence regarding U.S. achievement in math and science. While seventh- and eighth-grade students scored above average in science, they scored below the mean in math. The United States came in 28th place out of 41 countries in eighth-graders' math performance and 17th in eighth-graders' science achievement. "Neither result is good enough to compete in today's high-performance, technology-driven workplace," according to Norman R. Augustine, CEO of the Lockheed Martin Corporation.¹²

Evidence of demand for a new and rigorous program is also found in reports from the professional math and science communities. Project 2061, a national science-reform and curriculum project created by the American Association for the Advancement of Science, found standards and specific outcomes tied to those standards to be lacking in most American schools.¹³ The National Science Foundation concluded in 1996 that "math and science curricula in the United State lack a coherent vision of how to educate students, compared with the coursework of other countries." The study found that "the avalanche of K-12 science

and math topics that teachers are expected to cover leaves them little time to treat more than a few in any depth.”¹⁴ By targeting our curricular efforts and giving teachers not only more common planning time but more time to undertake non-teaching professional activities, we can improve student achievement.

EDUCATIONAL PROGRAM

A. What will be the school’s educational approach?

In developing our program, we will take advantage of the wider decision-making latitude granted to charter schools. We will integrate the resources of the City, the community, and the Harbor. We will blend character-building activities into our courses, require students to perform community service, and offer students internship opportunities with local organizations. We will hire teachers with both professional and academic experience in the subjects they teach. We will employ both direct instruction and cooperative learning to motivate students. We will develop partnerships with school parents and community organizations to supplement the school’s instructional plan. We will establish demanding expectations for our students and staff through clear and well-defined measures of accountability and will use multiple assessment instruments to evaluate our progress. We will serve all students in a safe and orderly learning environment, regardless of background, experience, or special needs. Our program is rigorous; our expectations are unabashedly high. But with motivating teachers and precise standards drawn from local and national resources, we will ensure that students can meet an increasingly sophisticated future.

B. What will be the major sources for the school’s curriculum?

In the coming months, prospective teachers and curriculum-design members will collect some of the nation’s most rigorous standards and curriculum to create the Academy’s educational program. With our standards and curriculum in hand, we will create a demanding college preparatory education that ensures students are grounded in basic academic skills and focused on the principles of math and science. We will blend our traditional curriculum with scientific and technical classes, drawing our sources from:

1. **The Massachusetts Department of Education Curriculum Frameworks in English language arts, mathematics, history and social science, world language, and science and technology.** In formulating the Academy’s own standards, we will pay particularly close attention to the topics, sequence, and examples covered in the Massachusetts Frameworks, to ensure that Academy students are held to same learning standards and curriculum guidelines as other students in the Commonwealth.
2. **State and federal agencies, including the National Science Foundation and National Oceanographic and Atmospheric Administration, and nationally recognized standards, including the National Science Education Standards and National Council of Teachers of Mathematics Standards.** Given that these organizations are the primary professional societies for math and science, we will use their resources and standards, in addition to the Massachusetts Frameworks, to formulate the Academy’s standards and curriculum.
3. **Currently operating middle and high schools with similar courses of study, including the Sci-Tech Academy in Colorado, Manhattan Center High School for Mathematics and Science in New York, and the North Carolina School of Science and Mathematics.** Given that there are a number of successfully operating schools with a similar course of study, we will be drawing on their experiences and resources to create a comprehensive and motivating curriculum for Academy students.
4. **Local and national marine research organizations such as the Woods Hole Oceanographic Institute, Stellwagen Bank National Marine Sanctuary, and the Scripps Institution of Oceanography.** We will take advantage of the abundant resources of organizations specifically

devoted to the study of oceanography and marine sciences, including the New England Aquarium's Teacher Education Center and the WhaleNet program developed by Wheelock and Simmons Colleges.

5. **The resources of Boston Harbor and the South Boston community.** The Academy will take on-going advantage of its Harbor location, and tap into the rich history of South Boston, including the emerging Seaport District, Boston Harbor Islands, The Boston Harbor Association, The Massachusetts Port Authority, The Children's Museum, Urban Harbors Institute and Environmental, Coastal, and Ocean Sciences at University of Massachusetts--Boston, and South Boston Neighborhood House.

C. What educational theory, approach, school design, or teaching methodology will be the foundation of the educational program?

Our program has five primary components:

1. Instruction in Core Academic Subjects

Science. In each grade, students will pursue intensive study in science. Students in grades 5 and 6 will learn the basics of scientific study, general research methods, and laboratory work. Students will study Earth Science in grade 7, Introductory Biology in grade 8, Basic Chemistry in grade 9, and Introductory Physics in grade 10. While higher-level Biology, Chemistry, and Physics will be integrated consistently throughout all science courses, students will focus their investigations on Marine Biology, Oceanography, Ecology, and Environmental Science in grade 11. In grade 12, students will fulfill their science requirements by completing advanced research projects in the marine and environmental sciences.

Math. Students will pursue a similarly rigorous course of study in mathematics. Students in grades 5 and 6 will cover Basic Mathematics, with full-year reviews of arithmetic to ensure they grasp the rudiments of operations and representation. Basic Algebra will be the focus of grade 7 instruction, Basic Geometry the work in grade 8, and Algebra and Trigonometry in grade 9. In grades 10 and 11, students will move on to higher-order mathematics, devoting the sophomore year to mastering Pre-Calculus and junior year to Calculus and Statistics. Students will fulfill their math requirements in grade 12 by completing advanced research projects, potentially tying math and science together in an interdisciplinary endeavor.

Liberal Arts. Complementing our program in math and science will be a comprehensive college preparatory curriculum in English, Social Studies, world languages, and the humanities. In each language arts course, emphasis will be continuously placed on developing students' reading, writing, listening, and speaking skills. Social Studies will focus generally on history, geography, economics, and government, each in an American and global context. Beginning in grade 5, students will be able to choose to study a world language, achieving a high degree of proficiency by high school graduation. And Advanced Placement courses in the social sciences, language arts, mathematics, and the sciences will offer high school students opportunities to earn college credit.

Technical Study. In conjunction with our goal of independent inquiry, we will encourage students to pursue other areas of technical expertise. As students are increasingly required to be computer literate in word processing, spreadsheets, statistical packages, and Internet access, they will be encouraged early on to integrate information technology and computer programming into their course of study. In their final years, students may wish to pursue related areas of study such as engineering, instilling in students the engineer's attitude that greets problems and obstacles as challenges to be overcome. With a low student-to-computer ratio, local area network, and well-trained technology staff, the Academy will ensure that its students have access to valuable resources. Used properly, the computer is an indispensable and irreplaceable educational tool. Used improperly, the computer becomes a hollow addition to the school that does little to

promote student achievement. Computers cannot replace the teacher; the interaction between teacher and student must remain the focal point of the classroom.

2. Project-Based Learning

Given our emphasis on math and science and commitment to developing students' oral communication, problem-solving and presentation skills, students will be responsible for comprehensive, semiannual projects that integrate their work in class with a scientific query or public policy problem. Under the guidance of their teachers, they may design and conduct a scientific experiment or select and analyze a local environmental problem. Each week, students will work on projects during end-of-day periods using tools developed in their math and science classes. Teachers will rotate coverage of the classes, helping when needed, but allowing students time to work on their own, develop individual study skill habits, and learn how to conduct original research. At the end of each semester, students will be expected to present – as groups in middle school and individually or in pairs in high school – their work for evaluation by a panel of school staff, parents, business leaders, and partnering organizations. Students will periodically update their research, and publish collected student work on the school's Web site and in hardbound form. Through direct, Socratic, and cooperative instruction inside and outside the classroom, we hope to impart to students the individual's responsibility for contributing to the good of the whole.

3. Incorporating the Resources of Boston Harbor and South Boston

By using its harbor-front campus as a lens through which students can learn the relationship of people to their environment, the Academy will engage and educate students – in history, literature, math, and the sciences – both inside and outside the classroom. For the student projects, the Harbor will serve as a natural laboratory for student experiment and research. Using latitude and longitude, students may choose to plot Harbor traffic on a navigation chart using mathematics and simple navigation methods. Not only can students plot ships' courses but they can also calculate the distance covered, rate of the vessel's travel, depth of the water at various points, and local marine mammal behavior. Or students may select to build a topographic model of the ocean's bottom, determine the environmental impact of development on coastal erosion, or trace industrial emissions through air and water source points.

Historical connections between the marine environment and the life of the city will be made through lessons in literature, history, geography, and economics. When appropriate, the harbor area will accommodate project-based learning, smoothly integrating oceanographic and environmental themes into a liberal arts curriculum. In history, students could explore maritime trade routes or retrace the historical pattern of urban settlement and development. While reading and writing will be emphasized in every language arts course, students could study the use of the sea as a metaphor in American and world literature. And in economics, students could evaluate proposals for development of the South Boston waterfront, and examine land use and design in a historical context.

4. College Preparation and Counseling

Through a variety of readiness programs, the Academy will ensure that students are prepared to attend college. Beginning in grade 9, students and parents will attend college counseling sessions so families can begin exploring their post-secondary options. Throughout their high school years, students will work with the Academy's college center staff to develop their test-taking and study skills, so they will be better prepared upon graduation from school. Given that Boston is home to numerous excellent colleges and universities, we will arrange for representatives to speak with students about their undergraduate programs.

5. Support for All Students

While our educational program is certainly ambitious, we are confident that all our students can succeed. For those students who need additional help to meet our performance objectives, we plan several programs, including tutorial programs and in-school resource centers for all major subject areas, both for students looking to enhance their skills and for students in need of remedial help; a required summer enrichment session for students who need extra work in reading, writing, and math; mentoring relationships that match students with individuals from the public and private sectors; and mini-courses to instill in students important study skills, including time management, note-taking, and library use.

D. How will student performance be assessed?

Student performance will be assessed using four primary tools:

1. **Massachusetts Comprehensive Assessment System.** As is required by the Commonwealth, the Academy will administer in grades 8 and 10, the Massachusetts Comprehensive Assessment System in English language arts, mathematics, science and technology, and history and social science, to demonstrate school-wide and individual student progress.
2. **Stanford Achievement Tests.** To demonstrate student progress, we will use the Stanford-9 Tests to pre- and post-test students in each grade. This will be used as a school-level assessment and to report student progress to the public in a manner consistent with other Boston schools.
3. **Math/Science Projects.** Given the school's technical and scientific emphasis, as well as developing oral communication, problem-solving, and presentation skills, the Academy will evaluate students through semiannual presentations of their projects in math and the sciences. Upon completion of their work, students will present their findings to an independent panel of five, made up from school staff, parents, business leaders, and school partnering organizations. We will use our Board of Trustees and Advisory Board to solicit panel participants. The presentations will last approximately 20-30 minutes, and will be followed by questions and answers. We will develop scoring criteria upon which presentations will be judged, including the quality of the research performed, the analysis of results found, and the nature and clarity of the presentation itself.
4. **Progress Reports, Report Cards, and School-Parent Meetings.** Research shows that when parents are involved, students perform better. Teachers and staff will use monthly progress reports and quarterly report cards to communicate to parents students' academic and behavioral performance. Progress reports will be sent home with students to be signed by their parents and brought back to school. Quarterly report cards will be mailed to parents and brought back by students after being signed. Parents will also be expected to meet with their children's teachers four times per year.

E. How will students with special needs and those who cannot speak English proficiently be served in accordance with state and federal law?

Students with Special Needs. At the Academy, we will ensure that all students – with or without special needs – have access to the same educational resources. To the maximum extent appropriate, we will educate special needs students with their non-disabled peers in the least restrictive environment, and will expect such students to meet the same high standards for graduation and expect the same level of parental involvement as we would for students without special needs.

The Academy will hire a Special Education Coordinator to oversee the school's special education program, and to ensure that all students recognize the challenges facing special needs students. On-going and meaningful professional development activities combined with common planning time and periodic afterschool training programs will guarantee that the Academy's teachers, whether or not they have special

needs students in their classes, are familiar with how to best educate all the school’s children. The Coordinator will make sure that the Academy serves all students in accordance with state and federal law, including testing all children fairly to determine if they need special services, customizing appropriate, individually-designed programs for special needs children, establishing goals for the performance of children with special needs that are consistent, to the extent possible, with state goals for all children, and including children with special needs in state and school assessments, with accommodations as necessary.

After making a careful determination of a student’s eligibility for special education services, we will sit down with the child’s individual education program (IEP) team to map out the student’s educational plan. We will ensure that parents of children with special needs participate in the planning and decision-making for their children’s special education. The program will be designed with the child and parent in mind – and not what is administratively or pedagogically easier.

Limited English Proficiency. Following an assessment of language needs, we will ensure that students who cannot speak English proficiently are accorded the help they need to effectively participate in the school’s educational program. If necessary, the Academy will create a Transitional Bilingual Education Program for qualifying students in accordance with state law. Students enrolled in such a program will have full access to the educational services available to other students in the school. Since there are nearly five times more limited English proficiency (LEP) students in Boston public schools than in the state, we plan to hire teachers with ESL backgrounds or who are conversant in the languages of Academy students.¹⁵

Since the parents of LEP students will most likely have difficulty speaking English, we will meet with each family to discuss the educational needs of their children and to ensure that their children receive every advantage the school has to offer. To the maximum extent possible, school policies will be made available to families in the appropriate foreign languages. LEP students will be expected to take the MCAS exams in grades 8 and 10, with appropriate accommodations as necessary. Since bilingual students face two challenges – learning a new language and mastering content – we will give students appropriate in-school and afterschool time to develop their English language skills, without sacrificing their right to earn a well-rounded, math- and science-focused education in English.

F. How will the school’s schedule and calendar be structured?

If we want students to learn more, we need to expect them to spend more time learning. The school plans a longer-than-usual school day, from 8:00 AM–4:20 PM, and a 200-day school year, from late August through early July. We intend to keep the school open past the close-of-day so that students have a place to continue their studies. We will make sure that parents and students appreciate both the advantages of and potential difficulties of this non-traditional schedule. While schedules by grade may vary, the typical Academy student would follow this sample schedule:

Sample Student Schedule

Period	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 – 8:15	HOMEROOM				
5-minute break					
8:20 – 9:15	Math	English	Language	Social Studies	Science
15-minute break					
9:30 – 10:25	Science	Social Studies	Science	English	Math
5-minute break					
10:30 – 11:25	Language	Physical Education	Math	Physical Education	Physical Education
11:25 – 12:20	LUNCH				

12:25 – 1:20	Social Studies	Science	English	Math	English
5-minute break					
1:25 – 2:20	English	Math	Social Studies	Science	Social Studies
15-minute break					
2:35 – 3:30	Art/Music	Language	Art/Music	Language	Art/Music
5-minute break					
3:35 – 4:20	MATH/SCIENCE PROJECTS				

We intend to pair math and science and English and Social Studies as consecutive periods so that we may occasionally use the nearly two-hour time period to coordinate appropriate interdisciplinary learning. With longer classes, longer between-class breaks, and an end-of-day period focused on developing semiannual projects, students will be given the opportunity to explore subjects in greater detail.

ACCOUNTABILITY

- How will the school define, measure, and demonstrate success?
- Please list up to 5 clear and measurable student or school performance objectives and include how the school's progress will be measured relative to each of these objectives.
- How will the school ensure that it meets its goals? (Please refer to Appendix for additional goals).

Performance Objective #1	Expectations
Success means that students will be prepared to enter college highly proficient in the core domains of language arts and social studies and especially fluent in math and the sciences.	<ul style="list-style-type: none"> 100% of students will successfully complete math and science courses 100% of students will successfully complete semiannual science projects and present their findings before an independent panel 1-year grade equivalency increase on the Stanford-9 Tests each year Annual performance improvements on grades 8 and 10 MCAS 100% of students will participate in college counseling in grades 9-12 In 2001-02, 90% of grade 10 take PSAT; in 2002-03, 95% of grade 10 take PSAT, 90% of grade 11 take SAT 100% of students needing academic help participate in summer session

Specific Strategies to Ensure that We Achieve this Objective

- Create design teams to develop college preparatory curriculum that integrates math and science themes and resources of Boston Harbor and the South Boston community;
- Develop scoring rubric to be used by independent panel to evaluate student math and science projects;
- Establish MCAS and Stanford-9 Test baselines for students in relevant grades;
- Establish college counseling center;
- Develop Special Education Program to assist students with special needs; and
- Design tutoring program and summer session for students in need of extra academic help.

Success will be measured by traditional classroom performance, the MCAS exams in grades 8 and 10, and pre- and post-administrations of the Stanford-9 Tests in grades 5 through 12; the percentage and performance of students taking the PSAT in grade 10 and SAT in grades 11 and 12; the percentage of students who attend college; and performance on semiannual math and science projects. **Success will be demonstrated by** annual increases in the percentage of students who pass the MCAS, annual improvement

in students' performance on the Stanford-9 Tests, annual improvements in mean PSAT and SAT scores, full college attendance, and measurable improvements in the student-project presentations.

Performance Objective #2	Expectations
Success means that students will develop qualities associated with strong character and many of the new, basic skills necessary in today's academic and professional world.	<ul style="list-style-type: none"> All students will perform community service each year All students will participate in team problem-solving and character-building activities All students will demonstrate computer literacy and the ability to use multimedia to make presentations of their work in math and science

Specific Strategies to Ensure that We Achieve this Objective

- Integrate into the curriculum activities requiring students to work as groups to solve problems;
- Develop partnerships with organizations to establish community service and mentoring programs;
- Offer opportunities for students to develop computer literacy, presentation, and multimedia skills; and
- Establish and enforce a student code of conduct that students and parents understand and agree to.

Success will be measured by the percentage of students participating in community service, demonstrable improvement in the presentation of student work, reports of classroom behavior, and noticeable improvement in personal character and independent initiative. **Success will be demonstrated by** annual increases in the percentage of students engaging in community service, annual declines in reports of misbehavior, and daily and monthly faculty reports of student-led initiatives and character improvement.

Performance Objective #3	Expectations
Success means that parents will become active partners with the school in their children's education and will demonstrate satisfaction with the school's progress in educating their children.	<ul style="list-style-type: none"> 100% of parents will attend four annual school conferences 100% of parents and students will attend a Spring information session and Summer orientation session 100% of parents will complete semiannual written school evaluations demonstrating consistently high scores 100% of families will participate in college counseling sessions Parents will volunteer regularly at the school Year 1 student retention of at least 92%, increasing to 99% in year 5

Specific Strategies to Ensure that We Achieve this Objective

- Require parents to meet with teachers and administrators in the Spring and Summer before the school year begins to discuss expectations and goals for their children;
- Require parents to attend four conferences throughout the year to discuss progress toward those goals;
- Parents must sign application outlining their duties as parents of Academy students; and
- Design meaningful parental volunteer days and parental evaluation assessment criteria.

Success will be measured by semiannual parental evaluations of the school; records of parental attendance at four annual conferences; attendance at informational and orientation sessions; and student application, enrollment, and retention data. **Success will be demonstrated by** annual increases in the percentage of parents who attend the four conferences, informational, and orientation sessions; annual improvement in

parental evaluations; and annual increases in the percentage of parents participating in college counseling sessions with their children.

Performance Objective #4	Expectations
Success means that the school will meet projected enrollment, demonstrate legal and financial viability, maintain a safe and orderly environment in which students can learn, and secure a permanent facility.	<ul style="list-style-type: none"> • The school will expand one grade per year beginning in 1999-00 • The school will maintain full enrollment of 40 students per grade • Teaching and student applications will exceed available slots • Students and parents will understand that misbehavior – as defined in the student code of conduct – will not be tolerated • A minimum 95% daily attendance rate; students will not be late to class • The school will satisfy all safety and building requirements • Begin to raise funds for and design the school’s permanent facility in 1998-99, begin construction in 1999-00, and open facility in 2000-01

Specific Strategies to Ensure that We Achieve this Objective

- Develop application procedures, lottery, and waiting list guidelines;
- Actively recruit students from the City of Boston through brochures, informational meetings, fliers, and advertisements in Citywide and neighborhood newspapers;
- Develop student code of conduct that outlines appropriate behavior and disciplinary policies that teachers and administrators strictly enforce;
- Create student contract and application outlining mutual student, parent, and staff responsibilities;
- Work closely with building inspectors to ensure effective and timely compliance with regulations; and
- Establish Development and Budget and Finance committees chaired by the Board of Trustees.

Success will be measured by application and lottery records, enrollment reports, community relations efforts, attendance and retention records, disciplinary action and student progress reports, safety compliance and inspection records, a schedule for securing a permanent facility, and financial audits and end-of-year reports. **Success will be demonstrated by** the school’s successful addition of one grade per year, full enrollment at each grade level, applications exceeding available slots, high student retention rates, positive behavioral reports from staff, consistently high class attendance, a low-to-zero rate of tardiness, verified compliance with all safety and building requirements, and opening a permanent facility by the third year.

SCHOOL ENVIRONMENT

A. Please describe the ethos you expect to create in your school.

We want to reimagine what a school can be. We want to hire the most knowledgeable, the most stimulating, and the most enthusiastic instructors. We want to show students the miraculous features of the natural world and the beauty of writing the perfect sentence. We want students to see not the struggle of the challenge but the pleasure of the struggle – the joy in solving mathematical problems, the joy of conversing in a foreign language, that the French they learn on the South Boston waterfront is the French they speak in the taxis of Paris. We, as parents, educators, and community members, want to transfer and infuse the love we have for learning to the children of Boston. We want to show kids what school and their future can be and not what it has to be. This is the ethos of our school.

Since children do better academically when their parents are actively involved in their schools, parental involvement will be a crucial part of our program. Parents have a great deal of control over the factors that

affect student achievement levels, including student absenteeism, help with homework, and the variety of reading materials in the home. Through innovative use of technology and family-outreach programs, we can give parents real teaching strategies to reinforce learning at home, especially in light of the ever-growing demands on their time. Our school's Web site, voice-mail system, and monthly newsletter will update families on the latest school events and allow busy parents and students to check on homework assignments and school policies. Involving parents in school decision-making and stressing the connection between the values and lessons taught at school and those practiced at home are some of the ways we can involve parents as true and equal partners in their children's education.

B. Please summarize the school discipline's policy or code of conduct.

Parents want schools where high standards of behavior are just as important as high standards for academics. The South Boston Harbor Academy will provide a safe and appropriate learning environment for all its students. Students whose behavior does not meet the school community's clearly defined standards for reasonable and acceptable behavior will not be permitted to disrupt the education of others.

Representatives of the school, parents, and students will be required to sign a mutual contract of responsibilities regarding the Academy's code of conduct, so each party is fully apprised of the Academy's policy of zero tolerance regarding violent and disruptive behavior. No warnings will be given or exceptions granted. Students whose behavior poses an immediate danger to other students or who violate the school's code of conduct may face expulsion, temporary suspension from school, or detention, depending on the severity of the infraction. Such infractions include the use or possession of a weapon; the use, sale, or transfer of drugs or alcohol; assault; harassment; abusive language or treatment; theft or destruction of property; cheating; smoking; gambling; cutting class; and lateness.

Through a fair but rigorous disciplinary policy, the school will defend the student's right and expectation to attend a safe and orderly school. Students and parents have a right to expect fair and equal treatment from the Academy, a right to have all rules and codes of conduct be suitably explained to them, a right to due process within the school, and the right to appeal decisions and suspensions made by the school and/or the Board of Trustees. Parents will be kept apprised of their children's behavioral performance through monthly progress reports, quarterly report cards, and meetings with the Director and Dean of Students.

In order to save money for parents on clothing costs, allow students to focus solely on learning and not attire, and create a sense of community within the school, the Academy will also institute a student uniform policy. The policy will be take into account gender, weather, affordability, and comfort. Inappropriate articles of clothing and accessories will not be permitted, including hats, beepers, walkmen, and portable phones. It is important that we set academic standards and assessments to measure our performance toward those standards. But the truth of the matter is that none of these changes will improve academic achievement unless schools are safe and orderly places where teachers can teach and students can learn.

ENROLLMENT

A. How many students will be enrolled each year over the five years of the charter?

The school will open with grades 5 through 7, and will include 40 students in each grade. We will add one grade per year, beginning with grade 8 in year 2, so that enrollment will increase by 40 students each year. We will enroll 120 students in year 1, 160 in year 2, 200 in year 3, 240 in year 4, and 280 in year 5.

B. How will student applicants be recruited?

We will make comprehensive outreach efforts to enroll students from all over Boston. We plan to hold four informational meetings at the South Boston Public Library in January and February, with two scheduled on weekday evenings and two scheduled on the weekend to accommodate parents' work schedules. These meetings – and others as necessary – will be advertised in *The Globe*, *The Herald*, and in neighborhood newspapers, including the *Dorchester Argus Citizen*, the *Sam Pan News*, the *South Boston Tribune*, the *South End News*, and the *Beacon Hill Times*. In addition, the meetings will be advertised through fliers distributed to community, religious, and business organizations throughout the City. All advertisements will provide contact information for interested families who cannot attend the meetings.

C. Describe your enrollment process, including a plan for a lottery

The enrollment process will begin in January, when the first of four orientation sessions is held to provide information about the school's objectives, meet with prospective students and their parents, and answer questions about the school and the enrollment process. The fourth session will be held the week before applications become available on February 26, 1998.

Applications will be mailed with informational brochures to all individuals who attended an orientation session or who requested applications. In addition, applications will be available at the South Boston Charter School Foundation office. During the application period, two question-and-answer sessions will be held to assist applicants. Applications will need to be received no later than March 9, 1998.

Following the application deadline, the applications for each grade will be reviewed, beginning with grade 7, to determine which applications satisfy the enrollment eligibility criteria. Eligibility for enrollment in a specific grade will be met if the student is a resident of Massachusetts; that prior to August, 1998, the student has successfully completed (or is expected to complete) the grade preceding the grade to which he or she seeks admission; that the student has signed the application stating that he or she understands the expectations of the school and agrees to sign the contract to comply with the student code; and that the parent/guardian of the applicant has signed the application stating that he or she understands the expectations of the school. (Please refer to the Appendix for a detailed enrollment process timeline.)

Applicants who fail to meet the eligibility criteria will be notified by mail. If the number of student applicants for a particular grade, who satisfy the eligibility criteria for that grade, exceeds the space available, an independent public lottery will be held on March 15 to allocate slots to applicants. The lottery will be conducted by grade, beginning with grade 7. Preference will be given to applicants residing in Boston and to applicants who have siblings already selected for enrollment in prior lotteries. All applicants selected by lottery will be notified by mail, and waiting list applicants will be informed of their status and rank. In the event that the number of applicants is less than the space available after all applicants who are Boston residents and who are siblings of admitted students are enrolled, then a similar lottery will be conducted for out-of-town applicants to fill the remaining spaces.

LEADERSHIP & GOVERNANCE

A. How will this school be governed?

Board of Trustees. The South Boston Harbor Academy Charter School will be governed by a Board of seven (7) Trustees who will bring parental, community, educational, and professional perspectives to maintaining a viable and thriving school. The Board will assume responsibility for all fiduciary, legal, and regulatory compliance issues, and will ensure that the Academy adheres to the school's charter and all state and federal Department of Education guidelines. The Trustees will appoint Board officers, including a Chairperson, Treasurer, and Secretary, and will establish committees to perform and present detailed

analyses of specific school functions, including fundraising and budgeting. The Board will generally ensure the availability of human and educational resources necessary to successfully operate the school.

Board of Advisors. An Advisory Board of parents, educators, community representatives, and professionals from the real estate, accounting, and legal professions, will be established to provide the Trustees with technical expertise in educational, financial, facility, and legal matters. Advisory Board members will be asked to serve on the smaller committees, and to provide advice and assistance as needed in evaluating the school's financial and administrative performance. The South Boston Charter School Foundation, a 501(c)(3), non-profit organization, has been established to monitor development activities for the Academy, and will give special attention to overseeing renovation and construction of temporary and permanent facilities.

B. Who will be the school's leader, or how will the Board select a leader?

The Board of Trustees will have authority to appoint a School Director, who will be the primary steward of the school's educational program and responsible for all day-to-day activities at the school. The Board has selected Brett Peiser as Director, based upon his experience in teaching, curriculum development, educational research, and designing and managing educational programs.

C. Summarize the job descriptions of the Board, school director, and other key personnel.

In order to discharge its duties as the entity responsible for the charter, the Board of Trustees will appoint certain Board Officers, including a Chairperson, Treasurer, and Secretary, and will establish committees to perform detailed analyses of specific areas, including fundraising and budgeting.

Board Officers. The Chairperson will head the Development Committee, which will be charged with planning and coordinating fundraising efforts and capital campaigns, including prospect identification, list development, letter writing, planning events, and proposal writing. The Chairperson will lead the Board of Trustees in overseeing the general management and viability of the school. The Treasurer will chair the Budget and Finance Committee, and be responsible for making recommendations on all financial procedures and controls, assisting in preparation of budgets, and reviewing all financial statements and audits. The Treasurer will work the Director and Business Manager in developing the budget and responding to financial management concerns. The Secretary will be responsible for maintaining the official records of Board meetings, including recording motions, votes, and decisions.

Teachers. The core of the school undoubtedly will be the teachers. In addition to their classroom duties, teachers will play a dual role in developing Academy policies and guidelines related to discipline (Dean of Students), assessment (Director of Assessment), curriculum (Director of Curriculum and Standards), professional development (Director of Professional Development), and other educational concerns.

Director. The Director of the Academy will be responsible for the day-to-day educational and administrative activities at the school, providing direction and leadership to support the Academy's program. While the Director will be the primary steward of the charter's educational program, responsibility for compliance will remain with the Board of Trustees. The Director will also assist in assessing students, professional development plans, standards and curriculum, and student disciplinary policies. The Director will be responsible for ensuring compliance with state and federal programs and regulations as well as the main administrative responsibilities of the school, including student and personnel recruitment, hiring and dismissals, managing the annual budget, and community relations.

Business Manager. The Business Manager will work with the Director to establish and present the annual budget. The Business Manager will be responsible for establishing financial policies and internal controls;

procurement of school supplies, facility equipment, and food and transportation services; managing payroll systems and benefits packages; cash flow management; preparing pro-forma financial statements; ensuring financial reporting requirements; and overseeing the budget for the Board. In addition to managing tuition revenues, the Business Manager will identify public categorical and competitive grants from both state and federal sources, and solicit selective private funds to supplement school revenues.

Technology Director. The Technology Director will be responsible for the planning and development of the school's technology program for instructional and administrative applications, network administration, and staff training. In addition, the Technology Director will be responsible for managing and expanding the Academy's on-line presence both internally through an intranet and externally through the Internet.

Special Education Coordinator. The Special Education Coordinator will be responsible for organizing and developing the special education program at the South Boston Harbor Academy. The Coordinator will ensure that the Academy meets all state and federal guidelines related to special needs students; ensure equal access to educational resources; monitor IEPs; and develop special needs professional development.

CAPACITY

A. What collective experience does your applicant group bring to this venture?

Our group brings a variety of perspectives and skills in establishing this school. We apply as parents, looking to expand the educational opportunities of Boston's children, hoping to reinvigorate local interest in public schools. We apply as educators, interested in providing the optimal education for the City's students. We apply as residents of Boston, familiar with the challenges facing the City's school system, vitally concerned with what we can do to improve the City's schools. We apply as professionals who work and live in Boston, interested in creating a generation of well-rounded students, skilled in the technical subject areas which will serve as the foundation of future jobs in the City. We apply as academics, familiar with the public and educational policy issues facing Boston and Massachusetts, interested in helping charter schools produce replicable reforms. And finally, we apply as lifelong students ourselves, interested in instilling in our children a love of learning and a visceral understanding of the importance of education.

B. Please summarize each founder's, and/or board member's, experience, qualifications, and applicable skills. (Please refer to the Appendix for more detailed backgrounds.)

Stephen F. Lynch. As a long-time community leader, State Senator Stephen F. Lynch has extensive experience with the educational needs and goals of Boston and South Boston residents, and has spent a great deal of his time in the State House helping charter schools gain greater acceptance and viability.

Brett M. Peiser. Through his work in the public and private sectors, Brett Peiser has assumed a number of roles in field of education. As a teacher, Mr. Peiser taught both gifted and remedial students at a combined magnet/neighborhood school in New York City. As an author and researcher, Mr. Peiser spent extensive time visiting schools around the Commonwealth, and evaluating various educational reforms on the local, state, and national levels. And as director of an educational program, Mr. Peiser has hired, trained, and managed a staff of college instructors, and written and edited language arts and math curriculum.

Susan C. D. Fortin. Susan Fortin has spent several years analyzing fiscal public policy issues, most recently as an associate at a fiscal research organization in Chicago, where she analyzed the budgets and financial management of Cook County, and coordinated the organization's participation in state education funding and accountability reform. She is the author and co-author of two publications on local government finance. In addition to financial analysis skills, Ms. Fortin has grant writing experience.

Board of Trustees

Stephen F. Lynch. As Chairperson of the Board of Trustees, State Senator Lynch will direct development efforts, act as spokesperson for the Trustees, and advise on City and community relations.

Peter Blute. Peter Blute, Executive Director and CEO of the Massachusetts Port Authority, oversees all aspects of Massport operations and is responsible for the Authority's work promoting trade and tourism and developing aviation routes.

Vivien Li. Vivien Li is Executive Director of The Boston Harbor Association, a non-profit, public interest organization founded to promote a clean and accessible Boston Harbor.

Brian Miller. Brian Miller, Vice President of Investments with Morgan Stanley Dean Witter, has extensive experience in banking and finance. The parent of three children and an active community member, he serves on the Boards of St. Brigid's School and South Boston Neighborhood Development Corporation.

Advisory Board

Roger Berkowitz. Roger Berkowitz is President and CEO of Legal Sea Foods, Inc. The parent of three children, he brings a private sector management perspective and extensive experience serving on the Boards of multiple not-for-profit organizations in the City.

Maryann McLeod Crush. Maryann McLeod Crush has 20 years of real estate experience and is the President/Owner of MCM Properties, a real estate sales, leasing, and development firm in South Boston.

John Drew. John Drew, President and CEO of the World Trade Center Boston, has been instrumental in developing several local commercial projects. He is responsible for fostering greater international trade in New England, and is one of region's top authorities in public and private real estate financing.

Raffaella Hanley. Raffaella Hanley is a general practice attorney concentrating on child custody and juvenile law. She is an Executive Board Member of the South Boston Residents' Group and as a resident of South Boston is active in the community's affairs.

Tom Loveless. Tom Loveless is Associate Professor of Public Policy at the John F. Kennedy School of Government at Harvard University. He studies broad topics of educational policy and reform, the politics and sociology of education, and educational governance.

Frank McCourt, Jr. Frank McCourt, Jr., President and CEO of The McCourt Company, Inc., a leading real estate development firm in the Boston and waterfront area. Mr. McCourt is also President of the Board of the South Boston Neighborhood House, a 96-year-old community-based settlement house.

Barbara Mulligan. Barbara Mulligan is a parent and long-time resident of South Boston. Her perspective will help make parental involvement and community partnerships an integral part of the school's mission.

C. Please provide a list of potential partnerships and accompanying letters of support.

Potential partnerships include: The Boston Harbor Association; The Children's Museum; CMI Consensus Management, Inc.; Environmental, Coastal, and Ocean Sciences at University of Massachusetts-Boston; The Massachusetts Port Authority; South Boston Neighborhood House; and the Urban Harbors Institute at University of Massachusetts-Boston. Please see the Appendix for accompanying letters of support.

FACILITIES & TRANSPORTATION

A. Describe the viable options for a facility for this school.

We have evaluated prospective locations for our temporary facility within the Boston Marine Industrial Park and proposed South Boston Seaport development district. Given the pending large-scale development of the Seaport district, specific site plans for the school are somewhat fluid. The Massachusetts Port Authority (Massport), the principal public landholder on the waterfront, has lent valuable assistance in obtaining space. Massport CEO Peter Blute, one of our founding Trustees, and Chief Development Officer David Forsberg, have been instrumental in locating viable options. Two promising sites include: the Black Falcon Terminal, currently used as warehouse space in the Marine Industrial Park, and newly renovated office space on Pier 5, the Boston Fish Pier.

B. Why were these sites chosen?

These sites were chosen for reasons related to our educational program as well as logistical considerations. Both facilities are located on the South Boston waterfront with adjoining piers that can accommodate waterfront access through existing docking facilities, an important criterion given the field-based nature of our curriculum. Both sites have available more than the 20,000 square feet that will be required to provide 125 square feet per pupil for the first and second years of operations. The two sites are operated by Massport, whose enthusiasm for locating a school on the waterfront has been matched by its willingness to assist in locating the school in one of its properties. Both sites are also accessible by public transportation. Each site could be renovated by the open of school in August, 1998.

C. What renovations might be required? How might the renovations be financed?

The Fish Pier space is recently renovated office space, so renovations would be limited to the redesign of existing space, including moving/removing walls, electrical, plumbing, and heating systems, and ensuring compliance with State regulations and ordinances on fire detection/extinguisher systems; corridor, stairway, and exit space design; ventilation; lighting; and air quality. The Black Falcon Terminal, currently warehouse space, would require a substantial build-out, including the construction of walls and electrical, plumbing, and heating systems, as well as ensuring compliance with safety regulations. For either facility, we would renovate 20,000 square feet of space and ensure access for disabled persons. Throughout January, we will investigate required renovations for both sites, and we expect to obtain estimates on the required renovations in early February. We anticipate renovations not to exceed \$200,000. To finance the renovations, our Board's Development Committee will begin raising funds upon receipt of the charter. If necessary, we will obtain a bank loan of up to \$100,000 to complete the renovations.

D. Describe the transportation services that the school will provide to eligible students.

We will encourage parents and guardians to drop their children off and pick them up at the school. The school day will begin at 8:00 A.M. and end at 4:20 P.M., but to accommodate parents' work schedules, we plan to open the doors at 7:30 A.M. and close them at 5:30 P.M. For families who are unable to provide their own transportation, the most flexible means of getting their children to school will be the public transportation system. We will provide eligible students with monthly M.B.T.A. bus passes. Multiple routes serve South Boston, and Routes 3 and 6 make loops through the Marine Industrial Park, connecting the Park with subway stations on the Orange, Red, Blue, and Green Lines. The proposed Seaport District includes plans for M.B.T.A. subway service expansion – the Silver Line – to the South Boston waterfront. If and when the Silver Line becomes operable, students likely will use it as additional transportation.

A DAY IN THE LIFE OF A STUDENT

- Please describe a day in the life of a typical student in this proposed school.

Another Monday morning, thought Adrian. Fortunately, the Route 3 bus stopped right in front of his house so as soon as he brushed his teeth, ate some cereal, and said goodbye to his parents, he grabbed his books and met his usually on-time friends from the neighborhood who also went to the South Boston Harbor Academy. On some days, the bus seemed more like an Academy school bus. He waved a hello to John who had probably picked up the bus in Chinatown; he didn't see Patrice so he assumed she had gotten a ride from Dorchester. As he sat in his seat, Adrian noticed the Boston skyline from an entirely different perspective. Even though he had lived in Boston his entire life, he had always taken the City for granted and never really appreciated what was going on in all those buildings. Adrian's class had taken a trip the previous week to visit Fidelity Investments. He had heard about stocks and bonds before, but now he finally knew what they were. And even though he liked being in Mr. Traum's math class, it was a nice change-of-pace to learn about math from a different perspective and see what everyone was doing while he was in school. *Uh-oh, Marine Industrial Park, Adrian thought, better get off.* He had initially found it unusual to go to school so close to the water. The area was mostly piers and docks and despite all the time he had spent in the area, he never thought he'd be going to school here. After the first month, though, he felt like he had been going here for years.

Eight o'clock homeroom, it's 7:55, just enough time to grab a drink of water, thought Adrian. He saw one of his classmates, chatted a bit about the previous night's Patriots game, and walked over to homeroom. He liked this time not only because there was never any homework but because Ms. Garling always had some interesting fact up on the board. The other day he learned why the sky was blue, and of course, Ms. Garling's favorite, presidential trivia. She was pretty corny but Adrian always had something to tell at home whenever anyone asked if he had learned anything at school that day. Homeroom also gave him some time to get ready for the long school day. All of his other friends got out of school at 2:30 but after some pretty long days – and some pretty good sleeps – the first month, he had gotten used to it. Plus, he looked forward to working on his science project at the end of the day. *Uh-oh, better get my progress report out, Adrian thought.* Ms. Garling was collecting them and he didn't want to forget to hand his in, especially since it was positive and he had remembered to ask his mother sign it over the weekend.

Adrian packed up his books and walked over to first-period Science. As a seventh-grader, he and his classmates were studying pendulums. They had spent the previous day timing the swings of the pendulum, changing the weight of the bob, the length of the string, and the angle of the swing's arc. He liked the class since the pendulum reminded him of the clock in his kitchen that he spent hours upon hours watching. Adrian liked Ms. Flory because she'd always explain why they were studying what they were studying. For example, today's class wasn't so much about pendulums but more about how to conduct research: designing experiments, writing hypotheses, analyzing data. They talked about different ways they could analyze the pendulum data, and then tried to come up with different hypotheses for why they observed what they observed. *Sometimes this feels more like math class, Adrian thought.*

Ahhh, a break, sighed Adrian. At his old school, he was always rushing around. One class, three minutes to get to the next, another class, and another three minutes. At the Academy, he had some time between first- and second-period to ask his teacher some questions, get something out of his locker, and still make it to the next class on time. Plus, he got a chance to talk to some friends which made the long day more bearable. *Fifteen minutes was good, Adrian thought, but 30 would be even better.*

Adrian and his classmates returned to class. Math was next; he didn't have to get all his stuff together and move to another classroom since the teachers came to the class, and not vice-versa. Today was one of

those days when math and science were connected. Most of the time, what he studied in math didn't necessarily relate so specifically to what he was studying in science but sometimes – as was the case with pendulums – there was a lot of overlap. His math teacher, Mr. Traum, had been in class during science, and now he saw why. When they were analyzing the data from watching the pendulum swing, Adrian's class had noticed some definite patterns when they changed the angle at which the pendulums swung. After discussing as a class what they had observed, Adrian raised his hand to say that he noticed that despite increasing the angle that the pendulum covered, the length of each swing – the period – remained the same. So the class concluded that while the angle does not affect the period, the length of the string did. The longer the string, the longer the period. The problem was, they couldn't come up with a mathematical relationship; doubling the length of the string didn't necessarily double the period. *Ahhh, Adrian thought, this is where Mr. Traum comes in.* They graphed the variables used in the experiment – string length, bob weight, pendulum angle – using decimals when the numbers weren't whole, and began to see patterns they would analyze for homework.

French was next for Adrian and he was excited. Ms. Zinkin was tough but fun. After the first week, he never thought he'd be able to speak another language but after those initial words in English, no one spoke anything but French for the entire 55-minute class. Adrian's favorite expression was "Comment dit-on en français?" since Ms. Zinkin would tell him how to say the word he was looking for. The class was learning how to say different foods in French, pomme for apple, sel for salt, and poivre for pepper. Orange was the one word Adrian could count on since it was the same in French as it was in English. *I'm hungry, Adrian thought.* He began to wonder how many more minutes until lunch but because Ms. Zinkin called on people even if they didn't have their hands up, he stopped thinking about lunch and returned to focus on the French foods. He didn't want Ms. Zinkin calling his parents, to lose recess, or to miss out on any of the other school privileges if he was caught nodding off. Today would be an especially bad day to not pay attention since his mother was coming in later to help sort through library books.

After class finished, Adrian went to meet his friends in the cafeteria for lunch. The snack he had during his morning break had gotten him through the first part of the day, but now he could look forward to a whole meal. Adrian liked the fact that he could buy food from the school's cafeteria but he also liked it when his mom put together a brown bag full of last night's leftovers. Either way, all he was really thinking about was playing basketball. Chris had beaten him one-on-one last week, and this week, it was his turn.

I'm getting better at my three-point shot, Adrian thought, as he began the second half of his day. His favorite classes – Social Studies and English – were next. He also had art and gym to close out his schedule but what he was really looking forward to was the math and science project period. He and his friend Suzanne were helping Mr. Woolley, the Technology Director, update the school's Web site. It wasn't their main project but Adrian couldn't believe the amount of stuff they were learning. He was so excited to go home everyday and tell his dad all about Web browsers, routers and switches, HTML and Java. Adrian's main project was working with his group to create and analyze several proposals to develop the South Boston waterfront. Adrian had heard about some of the ideas on TV and read some articles in the paper but this was the first opportunity he had to study it in this much detail. He was excited to learn more about how the area had been used in the past and what might be there for the future. Though he knew this was primarily a math and science project, it seemed that his group ended up having to bring in every subject in order to complete the assignment. *I can't wait to present our findings at the end of the semester, Adrian remarked.* Sometimes Adrian or one of his group members had to miss project period since they needed help with math or English, but most of the time, they were all there working together,

As the day came to a close, Adrian bounded down the stairs, hopped back on the Route 3, and slowly made his way back home. *Seventh-grade isn't so bad, Adrian thought, I don't know what my sister was talking about.* The bus wound its way back along Broadway and Adrian looked forward to telling his mother and father all about his day at the South Boston Harbor Academy.

**III. BUDGET,
FINANCIAL MANAGEMENT, AND
HUMAN RESOURCES**

Charter School: South Boston Harbor Academy Charter School

		Start-up Phase	Fiscal Year 1999	Fiscal Year 2000	Fiscal year 2001	Fiscal Year 2002
		Feb. 98 - Sch. Opening				
I. Revenues						
Tuition			906,235	1,244,563	1,602,375	1,980,535
State Grants						
Private Funds	399,500		288,000	1,805,000		
Other (Explain)	100,000		6,000	508,000	10,000	12,000
Total Revenues	499,500		1,200,235	3,557,563	1,612,375	1,992,535
II. Expenditures						
Professional Salaries						
Director/Headmaster	14,400		52,650	55,764	59,063	62,560
Supervisors	20,801		122,800	151,097	250,648	265,416
Teachers (FT)	31,500		246,000	347,080	459,109	583,031
Teachers (PT)	2,200		46,113	68,715	103,428	120,684
Payroll Taxes	5,168		35,067	46,699	65,419	77,377
Benefits	13,600		78,631	102,594	141,487	166,721
Total Professional Salaries	87,669		581,261	771,949	1,079,154	1,275,789
Administrative Staff						
Clerical	3,600		21,120	22,387	35,596	50,309
Custodial	750		4,320	9,158	9,708	15,436
Consultants						
Other (Admin. Staff)						
Total Administrative Staff	4,350		25,440	31,546	45,304	65,744
Facility						
Rent	120,000		360,000	370,800		
Mortgage				146,478	146,478	146,478
Renovation/Construction	200,000			2,000,000		
Debt Service	13,568		45,227	49,750		
Utilities	5,000		30,000	37,080	42,000	43,260
Total Facility	338,568		435,227	2,604,108	188,478	189,738

Note: Massachusetts charter schools operate on the State's Fiscal Year cycle starting July 1st and ending June 30th.

Charter School: South Boston Harbor Academy Charter School

Start-up Phase		Fiscal Year 1999	Fiscal Year 2000	Fiscal year 2001	Fiscal Year 2002
Feb. 98 - Sch. Opening					
Materials/Supplies					
Textbooks	1,500	18,000	12,180	14,605	17,165
Office/Classroom Technology	14,000	46,000	28,550	30,700	32,450
Library	15,000	5,000	5,150	5,305	5,464
Office Furniture					
Classroom Furniture	12,000		4,120	4,244	4,371
Other Equipment	-	21,000	11,410	13,194	15,075
Total Materials/Supplies	42,500	90,000	61,410	68,048	74,525
Other Costs					
Contracted Services					
Marketing/Development	3,000	2,000	2,000	2,000	2,000
Staff Development/Training	6,500	12,000	16,480	21,218	26,225
Transportation	330	26,520	36,901	48,146	60,317
Food Service	750	24,000	32,960	42,436	52,451
Total Other Costs	10,580	64,520	88,341	113,800	140,994
Other Start-Up Costs Only					
Curriculum Development	5,000				
Printing and Copying	3,000				
Student and Staff Recruitment	2,000				
Travel/Transportation	500				
Telephone/Fax/Postage	2,000				
Consultants	3,000				
Total Start-Up Costs	15,500				
Total Revenues	499,500	1,200,235	3,557,563	1,612,375	1,992,535
Total Expenditures	499,167	1,196,448	3,557,353	1,494,782	1,746,789
Balance	333	3,787	210	117,593	245,746

Note: Massachusetts charter schools operate on the State's Fiscal Year cycle starting July 1st and ending June 30th.

BUDGET NARRATIVE

Please see accompanying budget template.

A. Briefly justify expense projections and show the calculations of each line item in the budget.

Start-Up Phase: February, 1998 – August, 1998

The start-up phase of the budget will require approximately \$499,500. We plan to solicit \$399,500 in private funds from businesses and foundations through planning grants and funds for renovations, equipment, and supplies. In addition, we expect to obtain a loan of \$100,000 to use for renovations to the facility we will rent for the first two years of operations. Estimated expenditures are as follows:

Professional salaries will total \$87,669 in the start-up phase for teachers and staff. This includes the Director working full-time for 6 months at a stipend of \$2,400 per month; the Business Manager working full-time for 6 months at a stipend of \$2,100 per month; and 6 full-time teachers working part-time for one month and full-time for two months with stipends of \$2,100 per month; the Technology Director working full-time for 2 months; and the Special Education Coordinator working full-time for two months. Payroll taxes are estimated at 7.5% of salaries, or \$5,168, and benefits are estimated at \$13,600. **Administrative staff** includes one full-time clerical staff member for two months at a rate of \$1,800 per month and one quarter-time custodian for two months at \$1,500 per month, for a total of \$4,350.

Facility costs account for the majority (68%) of the expenditures in the start-up period. We will rent a facility with 125 square feet per student, which means that the second year of operation will require 20,000 square feet. Based on market rates, we anticipate that rent will be approximately \$18 per square foot. Since we plan to hold a one-month summer session beginning in mid-July, the start-up budget includes two months of rent in the amount of \$120,000 and utilities in the amount of \$5,000. Renovations to assemble eight classrooms, a library, common lunchroom/gym/auditorium area, a kitchen, and bathrooms, in compliance with all regulations, are estimated to cost \$200,000. Debt service for the renovation loan will total \$13,568 based on three monthly payments for a two-year loan of \$100,000, at 8% interest.

Materials and Supplies will total \$42,500, and include \$15,000 for books and computers for the library (\$125 per student); \$14,000 for staff computers; and \$12,000 for classroom furniture (\$100 per student). We expect office furniture to be donated. **Other Costs** will include marketing and development for the school at \$3,000, staff development and training at \$6,500, for a total of \$9,500. In addition, we have budgeted \$11 for transportation and \$25 for food service for each summer session student. **Other Start-Up Costs** include \$5,000 for curriculum development; \$3,000 for printing and copying; \$2,000 to create brochures, conduct student informational meetings, and interview staff; \$500 for travel/transportation; \$2,000 for telephone/fax/postage; and \$3,000 for programmatic consultants, for a total of \$15,500.

Fiscal Years 1999-2002 Budgets¹⁶

The budgets for the first four years of the school include tuition payments based on the Boston Public School District's FY1997, \$7,332 average per-pupil cost. Since tuition will not be sufficient to cover expenditures associated with significant expected capital outlays in the first two years of operation, we plan to raise \$288,000 from private sources in the first year and \$1,805,000 in the second year, as well as take out a mortgage of \$500,000 in the second year. In addition, we plan to charge student fees of \$50 each year. Estimated expenditures are as follows:

Professional salaries assume that all teachers remain with the school through FY2002, and incorporate 6% annual increases in nominal terms. Salaries listed assume staff earn the median salary and median potential bonus in their position range. Professional salaries include the Director at a salary of \$52,650¹⁷; supervisors, which include the Business Manager working full-time for all four years (\$42,750), an Assistant Director, working half-time in the third and fourth years (\$44,400); the Special Education staff increasing from one to two full-time positions (\$39,750); the Technology Director working full-time for four years (\$40,300); and the College Counselor working full-time in the third and fourth years (\$38,800). Teachers include six full-time teachers in the first year with average starting salaries of \$41,000, and two additional teachers in each subsequent year. Part-time teachers include athletic staff which increases from one half-time position to 1.25 full-time equivalent positions over the period (\$37,550), art/music staff, which increases from one half-time position to one full-time position over the period (\$37,550); and bilingual staff, which increases from one quarter-time to one half-time position over the period (\$34,250). Payroll taxes are calculated at 7.5% of total salaries, while benefits include 2% of total salaries for Worker's Compensation, 1.45% of total salaries for Medicaid, and \$5,000 per employee for health care. **Administrative staff** includes one full-time clerical staff member for FY1999 at a starting salary of \$21,120, increasing to two full-time staff members in FY2002, and one quarter-time custodian (\$17,280), increasing to one three-quarter time position in FY2002.

Facility costs include two years of rent for the temporary facility and the costs associated with the purchase, construction, and renovation of a permanent facility in the second year. The temporary facility includes rent at \$18 per square foot in the first year for a 20,000 square-foot facility. Debt service from the \$100,000 renovation loan begun in the start-up phase will total \$45,227 in FY1999 and \$49,750 in FY2000. The second year will require \$2,000,000 to purchase and renovate a 40,000 square-foot building (125 square feet per student), to open in FY2001. The majority of funds (\$1.5 million) for the new building will be raised from private sources; however, we expect to obtain a mortgage of \$500,000 at a rate of 8%, to be amortized over four years. Associated mortgage payments will total \$146,478 from FY2000-2002. Utilities are projected to be \$30,000 in the first year, rising to \$43,260 in the fourth year, reflecting inflation and space increases.

Materials and Supplies include textbooks budgeted at \$150 per new student, and \$40 per continuing student for new and replacement texts. The office/classroom technology budget calls for six computers per classroom in FY1999, and seven from FY2000-2002. After the second year, as each new class receives seven computers, all existing classes will receive two new computers to keep up with wear and tear and technological advances. Office technology – computers, telephones, fax system, and photocopier – are included in these figures. In addition, materials and supplies include \$5,000 for new library books and computer equipment for each of the first five years; \$100 for classroom furniture for each new student; and \$175 per new student and \$35 per continuing student for athletic and science equipment. **Other Costs** include marketing/development at \$2,000 per year; \$2,000 per teacher for staff development and training; \$221 per pupil for transportation; and \$200 per child for food service.

B. Please explain who will manage the school's finances and what controls will be put in place.

Financial Management

School finances will be overseen by the Trustees, who will appoint a Budget and Finance Committee, comprised of the Treasurer and two Trustees or Advisors who have professional expertise in the finance or accounting sectors. Each quarter, the Director and Business Manager will meet with the Budget and Finance Committee to discuss the school's finances and year-to-date budget picture. At subsequent Board meetings, the Director and Business Manager will report on the status of the operating and capital budgets.

The school's finances will be managed on a day-to-day basis by the Director and Business Manager, who will meet weekly to discuss budget and financial matters. The Business Manager will be responsible for procurement of school supplies, equipment, and services; managing payroll systems and benefits packages; cash flow management and accounts payable; and monitoring the budget for the Board. The Business Manager will also be responsible for ensuring compliance with financial reporting requirements, including:

- The Annual Report, due August 1, which will include: a financial statement listing revenues and expenditures for the prior year and balance sheet showing the school's assets, liabilities, and fund balances or equities; and projections of income and expenses for the upcoming fiscal year;
- The Pupil and Financial End-of-Year Report, due September 15; and
- The Year-End Independent Audit, due October 15.

Financial Controls

Budget Process. The budget process will include the preparation and approval of a budget for the coming fiscal year and a five-year financial plan detailing longer-term planning. At the start of the budget process, the Board will determine the school's short- and long-term objectives. The Director and Business Manager will prepare the new budget and five-year financial plan by making adjustments for existing program or personnel changes and cost increases, and incorporating new objectives as directed by the Board. The Budget and Finance Committee will present the budget and financial plan to the Board for approval.

Payments and Incoming Funds. Two individuals will be involved in processing payments. The Director, familiar with the budget, operations, and appropriateness of specific expenditures, will have responsibility for approving payments, while the Business Manager will issue all checks and monitor approved expenditures for the Board. In cases where approved payment requests exceed established budget limits, the Business Manager will refer the request to the Treasurer. The Business Manager will not have authority to issue a check to him or herself without a counter signature. Incoming receipts will be recorded by the Director, who will forward the checks to the Business Manager. The Business Manager will be responsible for keeping a second record and depositing the funds within two days of receipt. Every two months, the Treasurer will verify that both records agree.

Bonding Insurance. The school will obtain bonding insurance to protect itself from losses caused by irregularities in financial transactions.

Record Keeping. The school will use financial-records software tailored to its needs. Individuals with access to the records include the Treasurer, Director, and Business Manager, who will use a password system that is changed periodically. All financial records will be backed up weekly and stored off-site. The Budget and Finance Committee will review software needs annually.

HUMAN RESOURCES

A. Please indicate the number of faculty to be hired and provide a summary of the hiring criteria for the school's teachers and staff.

In its first year of operation, the Academy intends to hire three (3) full-time Math and Science teachers, three (3) full-time English and Social Studies teachers, one (1) full-time World Language teacher, and two (2) part-time teachers for Art and Music and Physical Education. The Academy will also hire a School Director, Business Manager, Special Education Coordinator, and Technology Director.

While we intend to look for teachers who have been certified by the Massachusetts Department of Education, we will use additional criteria to hire the school's faculty and staff. We will look for a diverse group of teachers who have a background in middle school education and academic and professional experience in the subjects they intend to teach. In addition to expertise in their own subject, we will want our teachers to have a solid grounding in the basics of other subjects as well. While our list is not exhaustive of the expectations we will have for our teachers, our primary hiring criteria will include:

- state certification to teach middle and/or high school, preferred not required
- experience teaching middle and/or high school
- extensive academic background in intended subject
- extensive professional experience in intended subject
- familiarity with urban education and urban educational issues
- familiarity with special needs students
- interest in being a founding teacher to help design new middle and high school
- energy, interest, and willingness to work longer day and longer school year
- familiarity with and interest in charter schools and educational policy

What we will look for in our teachers are the qualities we would recall if asked about our own favorite instructors. Our best teachers were the ones who knew their subject well, were passionate about what they taught, and understood how to convey their love and knowledge of the subject. They kept things interesting, kept us motivated, and challenged us to a point just beyond what we could handle. They created a classroom in which every time we tried to pick up additional knowledge, we continued to kick it just far enough away to be elusive, but still within our reach.

B. What will be the salary range for teachers and administrators?

Teachers. Since they are the core members of the school, teachers will be justly compensated for their work, particularly given the longer-than-usual school day and year. The salary range will be a function of both the base salary and a performance-based incentive. Depending on background, experience, and schedule, full-time teachers will earn a base salary ranging between \$35,000 and \$42,000 per year and will be able to earn up to \$5,000 in potential bonuses, with exact performance expectations and criteria determined and agreed to in advance. Teachers will not compete for their bonuses. If they do not earn the bonus in the academic year, the money will return to school's operating revenue fund. The performance incentive system will be based on end-of-year teacher evaluations by four groups: parents, students, peers, and the Director. Base salaries for part-time teachers will range from \$17,500 to \$21,000 per year, with potential bonuses half those of full-time teachers.

Administrators. The salary range for the Director and Business Manager also will be a function of the base salary and a performance incentive. The base salary for the Director will range from \$46,500 to \$55,800 while the Business Manager's salary will range from \$37,500 to \$45,000. Base salaries will be determined by educational background, managerial experience, and other relevant criteria. In addition, the Director and Business Manager will be able to earn up to \$3,000 in potential bonuses, with exact performance criteria determined in advance. The performance incentive system will be based on annual evaluations by three groups: parents, faculty, and the Board of Trustees. The Technology Director and Special Education Coordinator will also earn competitive salaries based on experience and eventual range of responsibilities, with a bonus system based primarily on Director and Board evaluations.

C. What is the school's plan for professional development?

As was reported by the National Commission on Teaching and America's Future, "the single most productive investment we can make is to improve the level of teachers' education." What teachers know

and what teachers can do makes a crucial difference in what children learn. Without good teachers, not even the most innovative curriculum, up-to-date technology, or highest of standards will have a chance of working.

During the school year, we will be flexible with our school schedule to allow teachers common planning time and a chance to evaluate and assist one another in their lesson plans. As a general rule for the school, we envision three periods of professional development: before the school year begins, during the school year itself, and follow-up sessions to both of these periods. While we will certainly encourage teachers to grow through coursework, the best way to improve teaching is to practice teaching. We will use the pre-academic year period to meet with the school's teachers, discuss the Academy's educational program, and allow teachers time to practice implementing the school's curriculum. This will give our teachers an on-going chance to collaborate as peers, rethink teaching strategies, and learn new subject material.

In order to offer teachers effective pedagogical training and curricular support, we will periodically survey teachers to learn their professional needs, and ask teachers to help design their own learning experiences. Our professional development will be centered around what will help teachers in the classroom, since such activities must be a part of teachers' core work and not an add-on activity or afterthought.

Teachers need the time and resources built into their schedules for their professional development, to share ideas, methods, and experiences with one another and discuss effective classroom management and instructional techniques. Without such opportunities, important workplace concepts such as teamwork, shared resources, mutual respect, and trust, cannot be imparted. For how can teachers create effective interdisciplinary material without having the time or knowledge to do so? How can teachers improve without opportunities for collaboration? And how can schools improve without teachers improving?

D. How will faculty and administrators be evaluated?

We will use a number of different criteria to evaluate both our full- and part-time faculty. We will hold announced and unannounced in-class observations by the Director, to be preceded by lesson planning meetings and followed by discussion and analysis of the observed lesson. In order to encourage staff collaboration and resource-sharing, we will hold regular peer evaluations among our faculty. We will also ask students and parents, at the end of each semester, to evaluate instructors regarding effectiveness and methodology. In each instance, we will develop a sample observation plan and list of criteria upon which the different groups may evaluate the teachers. Finally, we intend to periodically videotape lessons for self-critique and to use such observations as a teaching tool for all of the Academy's instructors.

We will also use a number of different criteria to evaluate the performance of administrators. As often as is necessary but at least once per week, the Director will meet individually with each member of the Academy's staff to discuss not only student progress but the school's overall performance as well. The Director will be more formally evaluated by parents and the Board of Trustees on a semester-by-semester basis. The school's other administrators – Business Manager, Special Education Coordinator, and Technology Director – will be evaluated by the Director and Board, using criteria to be developed by the Director and an Academy instructor who will be appointed to lead the school's professional development program. This Director of Professional Development will also be responsible for developing sample observation plans, coordinating peer evaluations, and ensuring that an open discussion and sharing of resources among faculty takes place on a regular basis.

IV. ACTION PLAN

ACTION PLAN

- A. Outline the strategy for getting the school open.
- B. Specify how responsibilities will be delegated, and to whom.

Our strategy for opening the school in mid-July, 1998 for a one-month summer session is to group related work into several categories and assign one of the founders to take the lead ensuring the work is completed. The lead people will hold biweekly meetings to make sure that all work is progressing on schedule. They will draw upon the skills of the Trustees, Board committees, parents, educators, and members of the South Boston Charter School Foundation to complete the tasks. In February, before the charter is awarded, the founders will need to complete several important tasks that are necessary for the school to open in mid-summer: 1) write the school's bylaws and trustee manual; 2) obtain renovation estimates and determine safety compliance needs for two facilities under consideration; and 3) publicize and hold four orientation sessions to provide information on the school and enrollment process. The following outlines the work to be completed after receipt of the charter, and lead people responsible for assembling the human and educational resources necessary to complete the tasks:

Governance Structure

Stephen Lynch

The Board will take form as a legal entity; approve the bylaws; form Development, Budget and Finance, and Facilities committees; and appoint Advisory Board members to committees.

Fundraising

Stephen Lynch

The Development Committee will begin immediately to raise funds for the start-up period and for the capital campaign to build a permanent facility, since it will cost approximately \$499,000 to open the school next summer, and we plan to open the permanent facility in academic year 2000-01.

Securing School Site and Facility

Stephen Lynch

The founders will enter into a lease for space at one of two facilities. We will issue bids to make the required renovations, and secure financing in the form of a bank loan for a portion of the renovation cost.

Curriculum Development

Brett Peiser

We will organize curriculum design teams in each core subject to study the Massachusetts Curriculum Frameworks, determine ways to integrate the Harbor's resources into teaching and learning in the core subjects, design the semiannual project component, write special education guidelines, and write the curriculum guidelines and standards for each subject.

Special Programs Development

Brett Peiser

We will develop a number of special programs, including the tutorial program, community service and internship programs, and the summer program for students in need of extra academic help.

Hiring Faculty and Staff, Professional Development and Training

Brett Peiser

We will post job listings and conduct interviews for seven full-time subject teachers, two part-time physical education and art/music teachers, Technology Director, and Special Education Coordinator. We will also design the professional development plan for the faculty, and plan the staff's summer training session.

Assessment and Accountability

Susan Fortin

We will work with the Department of Education to develop the required Accountability Plan. We will work with a technology consultant to develop assessment tools including student progress reports and reports cards; teacher and administrator evaluation surveys; project scoring rubric; and data collection system. We will develop methods to report and communicate assessment results to all interested parties.

Establish Financial Management Procedures and Procure Services**Susan Fortin**

We will establish financial management tools including bank accounts, budget procedures, payroll system, data collection, and reporting procedures. We will arrange for the audit, enroll in various insurance plans, design benefits packages, and procure services and equipment including food, technology, and furniture.

Student Recruitment, Application, and Enrollment Processes**Susan Fortin**

We will establish procedures to mail applications to families, notify applicants who failed to meet the enrollment criteria, inform applicants selected in the lottery, inform waiting list applicants of their rank, and have students sign the contract. We will plan two Q&A sessions during the application period and the independent public lottery. We will file the pre-enrollment report with DOE and request student records.

C. Provide a clear timeline from receipt of the charter to the opening of school.

Month/Week	Task
February	
February 23-28	Receipt of charter Applications mailed Q&A session 2: Applications Arrange for commercial package insurance Enter into facility lease agreement Preliminary facility inspection Issue renovation bids Secure facility financing Advertise for teaching and staff positions
March	
March 1-7	Trustee approve bylaws, form committees Q&A session 2: Applications Develop Accountability Plan with DOE Curriculum/Standards design team meets (ongoing) Professional Development design team meets (ongoing)
March 8-14	Application deadline; review applications for eligibility
March 15-21	Independent public lottery; notify applicants of results
March 22-28	Students and parents sign contracts Special Needs design team meets (ongoing)
April	
March 29-April 4	File pre-enrollment report with DOE Request student records
April 5-11	Develop evaluation tools and reporting procedures Establish procedures for payroll, financial reporting Negotiate with vendors for food and other services Interview teaching candidates (ongoing)
April 12-18	Plan breakfast/lunch programs Summer Program design team meets (ongoing)
April 19-25	Complete curriculum frameworks and standards
May	
April 26-May 2	Design tutoring and community service programs
May 3-9	Determine transportation needs and arrangements
May 10-16	Identify special needs students (ongoing)
May 17-30	Complete teacher and staff hiring Plan summer teacher training sessions

Month/Week	Task
June	
May 31-June 6	Establish health and safety procedures Review student records (ongoing) Determine special education needs
June 7-13	Teacher training session 1
June 14-20	Teacher training session 2 Meet and set goals with parents, IEP students, and Summer Program students
June 21-27	Meet with Summer Program students
July	
June 28-July 4	Renovations complete Final inspection and occupancy certificate Put furniture and equipment in place Paint and clean school
July 5-11	Sign contracts with vendors Collect medical forms (ongoing)
July 12-18	Summer Program begins
July 19-25	Orientation session 1
August	
July 26-August 1	Orientation session 2
August 2-8	Orientation session 3 Finish painting and furnishing school
August 9-15	Summer Program ends
August 16-22	Staff meetings Clean school
August 23-28	School opens

ENDNOTES

- ¹ Boston School District Profile, Massachusetts Department of Education, 1996-1997.
- ² March, 1996 estimates from Urban Decisions Systems, Inc. based on 1990 U.S. census data.
- ³ Jordana Hart, "Mass. 8th-graders 5th in US science test," *The Boston Globe*, October 22, 1997, p. B2.
- ⁴ Boston School District Profile, Massachusetts Department of Education, 1996-1997.
- ⁵ 1996-1997 data from Boston Public Schools and Archdiocese of Boston.
- ⁶ Sara Rimer, "For Old South Boston, Despair Replaces Hope," *The New York Times*, August 17, 1997, p. A1.
- ⁷ Financial Operations Management, Massachusetts Department of Education, 1995-1996.
- ⁸ Boston School District Profile, Massachusetts Department of Education, 1996-1997.
- ⁹ Richard J. Murnane and Frank Levy, Teaching the New Basic Skills, New York: The Free Press, 1996, pp. 3-4.
- ¹⁰ Murnane and Levy, p. 3.
- ¹¹ Massachusetts Division of Employment and Training, "The Massachusetts Job Outlook: an overview of major job trends," September, 1996, p. 4.
- ¹² Millicent Lawton, "U.S. Students About Average in Global Study," *Education Week*, November 27, 1996.
- ¹³ Millicent Lawton, "Project 2061 Puts Big Mark on Curriculum," *Education Week*, November 20, 1996.
- ¹⁴ Millicent Lawton, "Math, Science Curricula Said To Fall Short," *Education Week*, October 16, 1996.
- ¹⁵ Boston School District Profile, Massachusetts Department of Education, 1996-1997.
- ¹⁶ Unless otherwise indicated, budgeted figures reflect estimated annual inflation of 3% from FY1999-2002.
- ¹⁷ All salaries listed in narrative refer to full-time FY1999 salary equivalent; the budget template numbers are adjusted each year based on number of positions, part- and full-time service, inflation, and salary increases.

V. APPENDIX

**A. FULL TEXT OF NEW YORK TIMES ARTICLE
AUGUST 17, 1997**



Keith Meyers/The New York Times

Linda Reid at the grave of her son Kevin Geary, one of six South Boston youths who have committed suicide.

For Old South Boston, Despair Replaces Hope

By SARA RIMER

BOSTON, Aug. 16 — Kevin Cunningham, 17, was buried last month, four days after he hanged himself from the porch of his family's house, leaving no note.

He was the sixth young man from fiercely proud, mostly white, mostly Irish South Boston to commit suicide since the end of December.

His name was added to the roll call that echoes from the rows of tidy three-decker houses to the low-rise brick housing projects, from the saloons to the street corners, where groups of sad teen-agers remember their lost friends: Duane Liotti, 21;

BATTERED PRIDE

A special report.

Kevin Geary, 17; Jonathan Curtis, 16; Tommy Mullen, 15; Tommy Deckert, 15. They all died the same way, by hanging.

The priest at St. Brigid's parish, the Rev. John Culloty, was at a loss as he began the funeral Mass for Kevin Cunningham. Kevin's older brother, Christopher, is in jail, charged with robbing Father Culloty at gunpoint last year of the church bingo receipts.

"There is something unreal, unnatural about all of this," Father

Culloty told the mourners who filled the church. "We seek answers, we seek explanations, but there really aren't any answers."

What is clear is that there is a contagion of despair among many of the young people of South Boston. It is not only the six suicides that have staggered the neighborhood. Since January, city officials say, about 70 teen-agers — most of them male — have been hospitalized for attempts at, or thoughts of, suicide.

The despair runs like an electric current through a community once celebrated for its dynamic ability to overcome any obstacle. For well

he young people of South Boston. It is not only the six suicides that have staggered the neighborhood. Since January, city officials say, about 70 teen-agers — most of them male — have been hospitalized for attempts at, or thoughts of, suicide.

The despair runs like an electric current through a community once celebrated for its dynamic ability to overcome any obstacle. For well over a century, Southie, as it is called, was a place where Irish immigrants, and later Italians, Lithuanians and Albanians, too, could climb the ladder from poverty to middle-class success.

Bordered on three sides by Boston Harbor, Southie was a self-contained world that could educate its children, instill in them spiritual faith and community loyalty, and provide them with the certainty of decent jobs.

Southie was especially proud of its men. They were known as priests and politicians, as policemen and firemen, as longshoremen, fishermen and factory workers. They were hockey stars and football players, and a few of them were organized crime leaders.

Now, the priests of staunchly Roman Catholic Southie have said funeral Masses for six young men in seven months.

For decades, the neighborhood fought to protect its children by raising barricades against outsiders and change. When change arrived, in the form of court-ordered busing in the 1970's, Southie waged war against it, becoming a national symbol of Northern resistance to school desegregation, its motto of Southie pride hardening into a battle cry.

The threat was always viewed as from the outside: from Protestant Yankees, the Federal courts, minorities and suburban liberals. Outsiders could be blamed for even a relatively recent plague of drug abuse, and a string of fatal heroin overdoses that immediately preceded the suicides.

"People could say, 'Oh, it's the drug dealers' fault, it's outside,'" said Kathy Ahern, a 26-year-old native of South Boston, who works with teen-agers at the South Boston Neighborhood House. But the suicides were a thundering declaration that there was an enemy within. "Kids killing themselves," Ms. Ahern said. "Who do you pin that on?"

The suicides have prompted an extraordinary public self-examination in a neighborhood that has long maintained a code of silence around private troubles. Southie residents are talking about the area's problems, which are not all that different from other Boston inner-city neighborhoods: poverty, drug abuse, broken homes, too many high school dropouts, lack of jobs.

They are also beginning to say that South Boston's legacy of anger over busing may have hurt the children they were trying to protect.

For Southie, the ground has shifted. The blue-collar jobs that once bought houses and security for men and women with high school educations are disappearing.

And with the waning influence of Southie's

politicians — after six decades of Irish rule Boston has its first Italian mayor — the political patronage that once assured jobs as court officers and bus drivers for Southie residents is no longer certain, either.

In the aftermath of busing, the public schools, as well as the church, which supported desegregation, no longer command the same respect they once did. South Boston High School, where today most of the students are bused in from other neighborhoods, is regarded as the lost secular shrine.

There are many South Bostons, and there are many young people from the neighborhood who are succeeding in some of the city's most academically demanding schools, and whose prospects are bright.

But for many of Southie's young people, the once-thriving ethnic enclave has turned in on itself, and become a trap.

Michael MacDonald, 30, who grew up in a housing project in South Boston and is now a neighborhood organizer, sees a horrible symbolism in the method of suicide. Statistically, hanging is relatively uncommon among teen-agers.

"Who hangs themselves?" he asked. "People in prison hang themselves."

The Mood

The Shared Grief Of a Small Town

They call South Boston "the town," and with 29,000 residents, it still feels like a small town. People sit on their stoops at night and call hello to their neighbors. The streets are relatively safe. Every few blocks there is a community center, a gym or a park. It is not surprising that in this tight-knit world the six suicide victims all knew each other.

Kevin Geary wanted to be a state trooper. He lived with his mother in the Old Colony development, a housing project that some demographers have rated one of the poorest white neighborhoods in the country.

Kevin hanged himself on Dec. 30 after getting an \$85 traffic ticket for running a banking red light.

"Kevin was the first," said his mother, Linda Reid, who cut her youngest child down and spoke through a haze of inconsolable grief. "It's like he showed a way out."

Duane Liotti was the second, in February. He was also from Old Colony, where he lived with his mother, an administrative worker in a nursing home. The teen-agers at Old Colony looked up to him.

Mr. Liotti, a high school dropout who had earned his equivalency diploma, had been a campaign precinct captain for Southie's new State Senator, Steve Lynch. Shortly before Mr. Liotti's death, Mr. Lynch had helped him get a \$14.65-an-hour apprentice's job with the electrical workers union.

Tommy Mullen, gregarious and popular, was drunk the night before St. Patrick's Day, when he and a friend each wrapped a belt around his neck at the West Broadway housing project. Tommy's friend, also 15, changed his mind in time.

Tommy lived at the project with his mother, a produce clerk at the Stop and Shop supermarket, and his four sisters. Tommy had been suspended from South Boston High School for a fight not long before his death.

Jonathan Curtis was the cut-up of his crowd. Turf is important in South Boston, and Jonathan and his friends owned the corner of I and 8th Streets, two blocks from the water. Jonathan, who had dropped out of South Boston High School, was trying to get his high school equivalency diploma.

He lived a few doors up from the corner with his mother, a nurse, and his stepfather. His father had died several years earlier. Jonathan killed himself in April, the day after one of his close friends, 23-year-old Shawn Austin, died of a heroin overdose. The whole corner, 40 to 50 teen-agers, went to Jonathan's funeral.

Tommy Deckert, a former altar boy, was taken to the hospital after attempting suicide on June 8. Never regaining consciousness, he died of his injuries five days later. His bereaved mother has asked friends and neighbors not to talk about her son, or his death.

If the first five suicides seemed to fit a pattern of young men trying to cope with financial struggles and absent parents, the death of Kevin Cunningham did not. He lived with his mother and father in the coveted City Point section, with its stately homes and ocean views. His father, Lawrence, a supervisor for the city's water and sewer department, had worked extra jobs to put his five children through parochial school.

The Cunninghams had been shaken by the arrest of Kevin's older brother. The code of ethics in Southie holds that robbing the church is unthinkable and unpardonable.

Kevin, an honor student who had a job parking cars at Fenway Park, was the pride of his family. But in June he had wrecked his father's pickup, and was charged with drunken driving in the accident.

Each of the suicides may be inexplicable in its own way, shrouded by the mystery of each young man's personality and family history.

Collectively, the suicides have become a statement by a group of confused, unarticulate teen-agers for whom death has brought a recognition unknown in life.

Karen Powers's two daughters, Katelyn, 15, and Heather, 17, knew all the victims, but were especially close to Jonathan Curtis. Ms. Powers says she has tried to emphasize to her daughters the senselessness of the suicides. "I told them, 'Jonathan made the front page of The Herald, but he wasn't around to see it,'" Mrs. Powers said.

The Change

Disappearing Jobs, Rising Costs

Billy Coleman, an 18-year-old dropout who grew up in the West Broadway project and called Tommy Mullen his best friend, was giving a driving tour of his neighborhood.

"No other town looks like our town," said Mr. Coleman, who wants to become a youth counselor. He pointed out the flower pots hanging from the porches, the grid-like pattern of Southie's streets, the miles of beaches. "This is my town. I feel important here."

And yet Southie does not belong to Billy Coleman. While it remains the most distinctive of all the city's neighborhoods, even Southie is changing. Young professionals who work in Boston's nearby financial district are moving in. With real estate prices spiraling, longtime residents worry that their children will be priced out of the neighborhood. Cappuccino cafes are opening beside the Irish saloons.

While South Boston is 95 percent white, the project where Billy Coleman grew up is about 50 percent minority, the result of a 1989 Federal court order that it be desegregated.

Like many South Bostonians, Billy is still furious about it. "They were trying to take over our town," he said, describing the fights that broke out among the project's teenagers in the beginning. "They should have their own town. This was our town."

None of the old paths are certain for Billy and his friends.

To illustrate how things have changed, Kathy Ahern talked about her father, Bill Ahern. He graduated from South Boston High School in 1964. He was the captain of the hockey team. It hardly mattered that he was not a star in the classroom.

"By the time he was 24, he was married and had four children and was working at Boston Gas," Ms. Ahern said. Eventually, he bought a house on East Seventh Street for his family. Today he is a supervisor at Boston Gas, earning about \$70,000 a year.

But now Boston Gas is laying people off. The neighborhood factories have closed. Computers have gobbled up the old jobs at the utilities, and computer training is needed for the jobs that are available.

The other day Mr. Coleman and his friend from the project, Jimmy Connolly, 20, and also a dropout, talked about the future. "Around here you don't hear no one talking about college," Mr. Connolly said. "Half my friends didn't even finish high school."

Mr. Connolly, who spent six months in jail recently for aggravated assault with a weapon, said he knows of one man in the project who has gone to college. That man had an advantage, Mr. Connolly said, explaining. "He had a mother and father his whole life."

Mr. Connolly was 10 when his stepfather, whom he considered his father, hanged himself. Mr. Coleman was 3 when his father, who was 19, died of a gunshot wound to the chest. The authorities ruled it a suicide.

Nor is Jonathan here to listen as the suicides have reverberated in the community and beyond, signaling unmistakably that many young people in Southie do not think life has much to offer them. Many of those from the poverty and drug-plagued projects view the future as especially grim. And yet Katelyn and her sister still pledge their loyalty to their neighborhood.

"My mother always said 'Southie pride,'" said Katelyn, who wears green streaks in her hair and wants to be a marine. "You have to have Southie pride. It's who you are, it's where you're from."

Heather, who has a part-time job at a CVS drugstore, held out her left wrist to show the black dot tattooed there. It is the Southie dot, the badge of one of the neighborhood's own.

Heather's friend, 14-year-old Joelle Riley, declared, "You're proud of your neighborhood, no matter how bad it gets."

Robert Coles, the child psychiatrist and Harvard professor, studied the effects of school desegregation on Southie in the 1970's, and more recently he has been visiting the neighborhood with his students, who do community service work in Southie's projects.

"There are bleak prospects for these kids, socially, economically and culturally," Professor Coles said. "It used to be they could knock on the door of a politician, or the church would look after them and get them good jobs. That's all closed off now."

Southie, he added, has become a victim of its own history. "You've got a frustrated, isolated, scorned and rebuked community."

It was not always that way. Once, Southie was king. Thousands of poor and half-starved Irish immigrants had begun flooding Boston in the mid-1800's, fleeing the famine back home. Shunned by the Brahmin Boston establishment, many of them retreated to South Boston. They created an ethnic neighborhood out of necessity.

By the 1920's, there was a pipeline to jobs, and they were in it. James Michael Curley was the Mayor, and eventually became Governor. Though he had risen from the Irish slums of the Roxbury neighborhood, South Bostonians saw him as their adopted son.

They were rewarded for their loyalty with jobs as policemen, firemen and street car conductors. They also worked as longshoremen, as pipe fitters, plumbers and carpenters at the gas and electric companies and in neighborhood factories, including printing and textiles.

The Catholic Church wielded complete authority. So did the police. There were neighborhood schools. The neighborhood even got its own anthem, "Southie Is My Hometown":

There's something about it,

Permit me to shout it,

It's known for miles around.

The Fight

Still at War, Feeling Betrayed

At St. Augustine's Church, where he has been preaching his message of love and hope for 18 years to a dwindling and ever poorer flock, Father Thomas McDonnell quoted an Irish proverb the other day: "A man becomes the song he sings."

"What song are we singing?" he said, his sorrow as thick as the heat in his un-air-conditioned rectory. "Despair or discouragement, anger, escapism."

South Boston began declining after World War II, when people started moving to the suburbs. The banks had cut off home mortgages in South Boston, and also redlined many of the other poor neighborhoods.

But the real turning point, when the walls of the fortress began crumbling, was busing for school integration. A siege mentality developed, encouraged by South Boston's political leaders.

Parents hurled stones, and racial epithets, at school buses carrying the outsiders —

terrified black school children from Roxbury. And many Southie children were bused to schools in Roxbury. Those people who could afford to moved to the suburbs, or to private and parochial schools.

Many of the neighborhood children stopped going to school. Dropping out was an act of loyalty to the neighborhood. The dropouts were known as Garry's children, after the Federal judge, W. Arthur Garrity, who ordered the busing. Some say that today dropouts are Garry's grandchildren.

"We lost an entire generation," said Thomas Crowley, a South Boston police captain.

The violence had eased by the end of the 1970's. What was left for those who could afford the alternatives was a poor and overwhelmingly minority school system. When some school choice allowed, busing continued today.

Southie never got over the fight.

"They felt betrayed," said Thomas O'Connor, a historian who grew up in South Boston and is the author of "South Boston: My Home Town, the History of an Ethnic Neighborhood" (Northeastern University Press, 1988). "The church betrayed them. The priests betrayed them. The justice system betrayed them. The cops betrayed them. Ted Kennedy betrayed them."

Many people say it is Southie's history that accounts for the lack of respect for authority and education, among many of the neighborhood's young people.

"After busing, everybody saw authority as the enemy," said Michael MacDonald, whose mother was among those who marched against the court-ordered busing. "We became outlaws."

The South Boston Tribune, a widely read weekly, is still rehashing the fight; in its recent issue it blamed "dumb white liberals," among others, for ruining the schools and the lives of thousands of residents.

Asked about busing, Katelyn Powers said, "I hate it, I hate it. There's a lot of people from Southie who want to go to Southie High but people from Roxbury and Dorchester in before we do."

Captain Crowley hears that sort of argument frequently. "I tell these kids, 'You were even born, get on with your lives,'" he said.

The Struggle

Pulling Together, Hoping for Revival

In the spring, Steve Lynch, the State Senator, a former ironworker, persuaded the ironworkers union to hold a job fair for the neighborhood young people. The turnout was disappointing. "There's a weakness of spirit inside some of these kids," Mr. Lynch said, adding that he sees the roots of that weakness in missing parents, and in the absence of the church in their lives.

Mayor Thomas M. Menino has pledged to help South Boston. The city has opened a health center in the Old Colony project and promised to refurbish gyms and community centers. Teams of mental health workers have been dispatched to the neighborhood.

Southie has been pulling together to stop the suicides. A neighborhood women's group has been formed, a first for Southie. Mary Ulrich, a mother of eight who helped start the group, said, "The Irish have this thing: If something happens, you suck it up, and march along, you keep it to yourself."

Jack Leary, the chief probation officer at the courthouse, who has devoted himself to South Boston for 18 years, has been spending his free time getting teen-agers who need it, into treatment, and finding summer jobs and training programs for others.

Southie's residents have been reaching out to other neighborhoods, inviting black mothers from Roxbury and Dorchester to tell them of the sons they have lost to violence.

A community meeting in May drew more than 500 people trying to help themselves.

Michael MacDonald, the community organizer, says the challenge is clear. "We know what we're against," he said. "But what the hell are we for?"

B. ADDITIONAL PERFORMANCE GOALS

Performance Objective	Expectations
<p>Success means that the school will provide a thriving professional environment for teachers, encouraging their professional development through meaningful and relevant activities.</p>	<ul style="list-style-type: none"> • Teachers will feel the school is a safe and orderly learning environment • Teachers will be treated as professionals in their subject areas • Applications to teach will exceed available positions • As close to 100% of teachers will be retained from year-to-year • Teachers will participate in effective professional development • The school will ensure availability of necessary classroom resources

Specific Strategies to Ensure that We Achieve this Objective

- Teachers will help develop professional development program and the school will explore additional opportunities for teachers to pursue development and training;
- Teachers will help create student code of conduct and Academy disciplinary policies;
- Appoint teacher to serve dual role as classroom instructor and Dean of Students; and
- The school will actively engage parents through scheduling conferences and soliciting evaluations.

Success will be measured by teacher application and retention rates, participation in meaningful professional development activities, and teacher reports of professional satisfaction. **Success will be demonstrated by** applications to teach exceeding available positions, high teacher retention rates – especially over the first three years – and observed and peer-reported improvements in classroom teaching.

C. ENROLLMENT PROCESS TIMELINE

ENROLLMENT PROCESS TIMELINE

DATE	EVENT
January-February	Advertisement of orientation meetings and application process in newspapers and community, business, and religious organizations
January-February	Four orientation meetings to outline eligibility for enrollment and mission/requirements of school
February 26	Applications and brochures available by mail or pick-up
March 2	Question & answer session #1
March 7	Question & answer session #2
March 9	Applications must be received
March 9-11	Review of applications to determine eligibility for enrollment
March 11	Applicants will be notified whether or not a lottery will be necessary. Applicants who do not meet eligibility criteria will be notified by mail
March 15	Scheduled public lottery for each grade by independent selector
March 17	Admitted applicants will be mailed confirmation and contract to be signed. Applicants on waiting list will be mailed a letter informing them of their rank
March 20-27	Students sign and return contract
April 1	File Pre-Enrollment Report with Department of Education
April 15	Request student records

**D. DETAILED BACKGROUNDS OF FOUNDERS, TRUSTEES, AND
ADVISORY BOARD MEMBERS**

Founders

Stephen F. Lynch

State Senator Stephen F. Lynch joined the Massachusetts Senate in 1996 after a special election to fill the First Suffolk District seat. He had served in the House of Representatives during the 1995-96 term. The First Suffolk District lies entirely within the City of Boston and includes the neighborhoods of South Boston, Chinatown, Back Bay, and Bay Village, as well as portions of Dorchester, the South End, Beacon Hill, Roxbury, and Allston. Senator Lynch serves as Senate Chairman of the Joint Committee on Commerce and Labor. He is also a member of the Committee on Counties, Committee on Public Service, and Committee on Ethics.

As a long-time community leader, State Senator Stephen F. Lynch (First Suffolk District) has extensive experience and familiarity with the educational needs and goals of Boston and South Boston residents. Senator Lynch has spent a great deal of his time in the State House helping charter schools gain greater acceptance and viability. Senator Lynch's academic and professional background in the sciences makes him uniquely qualified to play a prominent role in moving the Academy from planning to reality.

A graduate of South Boston High School, Senator Lynch earned a Bachelor of Science degree from the Wentworth Institute of Technology and earned a Juris Doctorate from Boston College Law School. Senator Lynch is currently a candidate for a Master of Public Administration degree from the John F. Kennedy School of Government at Harvard University. Prior to his election to the General Court, Senator Lynch was an ironworker, a union official, and an attorney in a labor law service. Senator Lynch resides in South Boston with his wife Margaret.

Brett M. Peiser

Brett Peiser is a former high school Social Studies teacher in Brooklyn, New York, where he specialized in American History, Economics, and Government. While teaching, Mr. Peiser founded the Midwood/Flatbush Afterschool Basketball Center and directed the Westinghouse Social Science Summer Research Program at Brooklyn College. Mr. Peiser is currently Director of Partnership Programs for Kaplan Partnerships in Learning, a private group that partners with community colleges to help improve the academic achievement of remedial students. He manages a staff of over 50 teachers and writers and a \$600,000 annual budget designed to increase retention and graduation rates of developmental students.

Co-author of Competition in Education: A Case Study of Interdistrict Choice, Mr. Peiser helped evaluate the social, racial, and financial impact of Massachusetts' interdistrict choice program. Mr. Peiser also directed the writing and development of the Social Studies standards for the Academy of the Pacific Rim Charter School in Boston, and has appeared in *Education Week* and *The Chronicle of Higher Education*.

Through his work in the public, private, and non-profit sectors, Mr. Peiser has assumed a number of roles in field of education. As a teacher, Mr. Peiser taught both gifted and remedial students at a combined magnet/neighborhood school in New York City. As a researcher, Mr. Peiser spent extensive time visiting schools around the Commonwealth, and evaluating various educational reforms on the local, state, and national levels. And as director of an educational program, Mr. Peiser has hired, trained, and managed a staff of college instructors, and written and edited reading, writing, and math curriculum.

Mr. Peiser earned a Bachelor of Arts degree in Political Science and French from Brown University and a Master of Public Policy degree from the John F. Kennedy School of Government at Harvard University, with a particular focus on K-12 education policy and urban economic development. His graduate thesis

focused on reforming personnel practices in New York City high schools. Mr. Peiser resides in New York City and has spent six years living in Massachusetts and Rhode Island.

Susan C. D. Fortin

Susan Fortin has spent several years analyzing fiscal public policy issues, most recently as an associate at a non-profit fiscal and government research organization in Chicago, where she analyzed the budgets and financial management of Cook County, and coordinated the organization's participation in state education funding and accountability reform. She is the author and co-author of two publications on local government finance. In addition to budgeting and financial analysis skills, she has editing and grant writing experience. Ms. Fortin currently serves as a grant writer and volunteer tutor for The Roxbury Alliance for Children, an inner-city afterschool program serving elementary and middle school students.

Ms. Fortin earned a Bachelor of Arts degree in Political Science and History from Williams College, and a Master of Public Policy degree from the John F. Kennedy School of Government at Harvard University. At the Kennedy School, Ms. Fortin specialized in education policy and business-government relations, and developed skills in budgeting and financial management. Ms. Fortin is a lifelong resident of Massachusetts and lives in Boston with her husband Paul.

Board of Trustees

Peter Blute

Peter Blute became Executive Director and CEO of the Massachusetts Port Authority (Massport) in January, 1997. He was previously a United States Congressman, representing Massachusetts' Third District in the United States House of Representatives since 1993.

Mr. Blute oversees all aspects of Massport operations, including Logan Airport, the Port of Boston, the Tobin Bridge, Hanscom Field, and the Black Falcon Cruise Terminal. He is also responsible for the Authority's work fostering international trade and tourism and developing aviation routes. Massport has annual gross revenues of approximately \$300 million, assets of \$1.5 billion and a capital investment program of \$2 billion.

A lifelong resident of Shrewsbury, Mr. Blute has spent many years in public service. He began his political career as a campaign aide to former U.S. Attorney General Eliot Richardson during Richardson's 1984 run for the United States Senate. Mr. Blute's own political career started in 1986 with a successful campaign for State Representative in the Eleventh Worcester District. He was reelected in 1988 and 1990.

Mr. Blute's congressional career included significant legislative victories. He sponsored the legislation which the President line item veto authority and the bill which kept fugitive felons from receiving welfare benefits. He also sponsored the legislation which restricted placing convicted drug addicts in senior citizen housing. During the 104th Congress, Mr. Blute served on the Transportation and Infrastructure Committee and its Subcommittee on Surface Transportation and Economic Development & Public Buildings. His most important tasks on the Committee were working on legislation concerning the creation of a National Highway System, the Airport Improvement Program Reauthorization, the Water Resources Development Act, and the preliminary stages of the reauthorization of the omnibus transportation funding bill known as ISTEA.

While in Washington, Mr. Blute had extensive involvement with Massachusetts transportation issues. He used his Committee assignment to advance various projects such as Massport's Logan 2000 airport modernization project, Worcester Airport, the Central Artery/Third Harbor Tunnel Project, the Boston Harbor cleanup, the North-South rail link, and Worcester's Union Station Intermodal Transportation Center.

One of eleven children, Mr. Blute is a cum laude graduate of Boston College where he earned a Bachelor of Arts degree in Political Science. He and his wife, Robi, live in Shrewsbury with their two sons.

Vivian Li

Vivian Li is Executive Director of The Boston Harbor Association (TBHA), a non-profit, public interest organization founded in 1973 to promote a clean, alive, and accessible Boston Harbor.

Prior to joining TBHA, Ms. Li was on the senior staff of the Governor. She served for six years on the Board of Directors of the national Sierra Club. Ms. Li is currently a member of the Boston Conservation Commission and a Trustee of the Women's Educational and Industrial Union.

Her undergraduate degree in environmental management is from Barnard College, Columbia University, and her graduate degree is from Princeton University. She and her husband, Boston attorney Robert E. Holland, and their two daughters live in the Back Bay.

Brian F. Miller

Brian F. Miller is a Vice President of Investments with Morgan Stanley Dean Witter, and has been with the firm since 1987. His prior business experience includes six years in the Banking/Finance field with Boston Safe Deposit & Trust and State Street Bank. Mr. Miller earned a Bachelor of Science degree in Accounting from Bentley College. Mr. Miller is a fourth generation South Bostonian. He and his wife, Lori, live in South Boston where they are raising their three young children.

Along with his successful career in finance, Mr. Miller has been very involved in community activities for a number of years. He is past President of the South Boston Residents' Group. Mr. Miller is currently a member of St. Brigid's School Board, a board member of the Laboure Center, and co-chairperson of the Laboure's Capital Campaign. He has most recently been appointed to the board of the South Boston Neighborhood Development Corporation.

Board of Advisors

Roger S. Berkowitz

Roger S. Berkowitz is President and Chief Executive Officer of Legal Sea Foods, Inc., and brings a private sector management perspective and extensive experience serving on multiple Boards of not-for-profit organizations in the City. Currently, he serves on the Board of Directors of The New England Council, Advisory Board of the Aquaculture Steering Committee of Massachusetts, Board of Trustees of the Dana-Farber Cancer Institute, Board of Directors of UNICEF, Board of Overseers at Children's Hospital, and the Massachusetts Fisheries Recovery Commission. He is also a Director of the Century Bank Corporation, Environmental League of Massachusetts, and Boston Management Consortium. He has been a guest columnist for Citizen Group Newspapers and a frequent guest lecturer at numerous undergraduate and graduate schools in Massachusetts and New York.

Mr. Berkowitz received a B.S. degree from Syracuse University and O.P.M. from Harvard Business School. He and his wife, Lynne, are the parents of three children.

Maryann McLeod Crush

Maryann McLeod Crush has 20 years of experience in the real estate industry and is President/Owner of MCM Properties, Inc., a real estate sales, leasing, and development firm in South Boston. She also has experience in non-profit social service agencies and community civic organizations and is currently serving as Board or Committee member for the following organizations: Boston Boys and Girls Club; South Boston Boys and Girls Club; South Boston Residents' Group; South Boston Leaders Group; South Boston Waterfront Committee; and South Boston Main Streets Program. She is also a past chairwoman of the Catholic Charities/Laboure Center Advisory Board.

Ms. Crush lives in South Boston with her husband and two daughters.

John Drew

John Drew, the Founder and President of The John Drew Company, has played a strong role in recent years in the resurgence of development in several metropolitan areas.

Currently, John Drew is President and Chief Executive Officer of the World Trade Center Boston, a major commercial/exhibition/conference center fostering greater international trade in New England. Due to the success of the World Trade Center, Mr. Drew is developing a 1.75 million square-foot hotel/office/retail/parking complex adjacent to the existing Trade Center.

In addition to the World Trade Center Boston, Mr. Drew has been instrumental in developing several other commercial projects including: Bayside Exposition Center and Merchandise Mart (rehabilitation of an abandoned shopping center); the Great Woods Center for the Performing Arts (formerly a gravel quarry); Horticultural Hall (rehabilitation of a registered historic landmark); and Constitution Plaza in Charlestown (first-class office building constructed on an abandoned pier). The John Drew Company's portfolio of completed projects comprises over 1.5 million square feet of development and represents a total investment in excess of \$175 million.

Mr. Drew served as Director of Federal Relations for former Boston Mayor Kevin H. White. During that time he was responsible for the creation of the "Boston Plan" – a redevelopment plan for the City.

Mr. Drew received his Master's degree from Boston University and is one of the region's top authorities in public and private real estate financing and development. He served on the Board of Directors of the World Trade Centers Association, the Boston Convention and Visitors Bureau, St. Elizabeth's Hospital in Boston, and the Artery Business Committee. He is also Vice President of the Greater Boston Chamber of Commerce, and was appointed by the Governor to Chair the Beaches Commission for the City of Boston.

Rafaella C. Hanley

Rafaella C. Hanley is an attorney with a general practice of law concentrating in child custody and juvenile law. She holds a Juris Doctor degree from the Massachusetts School of Law, and a Bachelor of Science degree in business management from the University of Maine. Ms. Hanley attended the University of Florence, Italy, where she studied art history. She is an Executive Board Member of the South Boston Resident's Group and is active in South Boston community affairs. Ms. Hanley is a single parent of two children and resides in South Boston.

Tom Loveless

Tom Loveless is Associate Professor of Public Policy at the John F. Kennedy School of Government at Harvard University. Professor Loveless studies broad topics of educational policy, the politics and sociology of education, and educational governance. Current research interests focus on the policies and politics of educational reform. Recent publications include chapters in *Research in Sociology and Socialization*, *The Future of Education: Perspective on National Standards in America*, and *Advances in Educational Policy*. He recently was awarded the Spencer Post Doctoral Fellowship by the National Academy of Education. He received his A.B. in English from the University of California at Berkeley and his Ph.D. in education from the University of Chicago.

Frank McCourt, Jr.

Frank McCourt, Jr., President and Chief Executive Officer of The McCourt Company, Inc., a leading real estate development firm in the Boston and waterfront area. A graduate of Georgetown University, he is a Board member of the Greater Boston Chamber of Commerce, the Artery Business Committee, Youth-Build Boston, the Georgetown University Leadership Council, and the Make-a-Wish Foundation. Mr. McCourt is President of the Board of the South Boston Neighborhood House, a 96-year-old community-based settlement house.

Mr. McCourt lives in Brookline with his wife, Jamie, and their four sons, where he coaches youth hockey and baseball.

Barbara Mulligan

Barbara Mulligan is the parent of two middle and high-school children and a long-time South Boston resident, active in community affairs. She will bring the invaluable perspectives of community resident and parent to help the school make parental involvement and community partnerships an integral part of its mission and practice.

**E. LETTERS OF SUPPORT FROM POTENTIAL PARTNERSHIPS AND
PARENTS**



University of Massachusetts Boston

Urban Harbors Institute

100 Morrissey Boulevard

Boston, MA 02125-3393

Tel 617 287-5570

Fax 617 287-5575

December 29, 1997

The Honorable Stephen F. Lynch
Massachusetts State Senate
The Massachusetts State House
Room 312 D
Boston, MA 02133

Dear Senator Lynch,

We are writing to express our support of the application of the South Boston Oceanographic Academy Charter School for one of 12 new Commonwealth charter schools in Massachusetts.

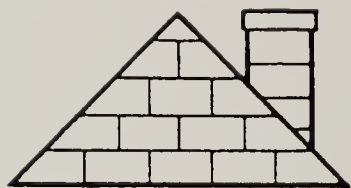
As a leader in the fields of waterfront planning, coastal zone management, education, and marine transportation, the Urban Harbors Institute could make a valuable contribution in helping to establish an excellent new public school in Boston. The school's unique waterfront location will permit students from Boston's neighborhoods the opportunity to fully access our great natural resource.

We look forward to partnering with the school in the development of curriculum and activities. With this in mind the Urban Harbors Institute offers its wholehearted support of this application.

Sincerely,

A handwritten signature in black ink, reading 'Richard F. Delaney'. The signature is written in a cursive style with a large, stylized 'R' and 'D'.

Richard F. Delaney
Director



SOUTH BOSTON NEIGHBORHOOD HOUSE

December 30, 1997

Dr. Robert V. Antonucci
Commissioner of Education
Department of Education
One Ashburton Place, Room 1403
Boston, MA 02108

Dear Commissioner Antonucci,

I am writing to express my support for State Senator Stephen F. Lynch's application to initiate a charter school, the South Boston Oceanographic Academy Charter School (SBOACS), on the South Boston waterfront.

The South Boston Neighborhood House's (SBNH) mission has been and continues to be to support neighborhood and family life in South Boston. Our goal is provide and make available to South Boston youth and their families education and training opportunities that will allow them to obtain the skills necessary to compete and be successful in today's changing job market.

We believe that the establishment of a charter school within the neighborhood of South Boston will provide educational opportunities to our families so that they will be adequately prepared to make the necessary steps toward educational enrichment and job attainment. With the imminent development of the waterfront, it is SBNH's objective to ensure that opportunities for future education and training are present in that area.

The vibrant and progressive curriculum to be studied would not only provide our youth with practical knowledge about our changing environment, but also allow them to prepare to the fullest for future educational opportunities at institutions of higher learning.

I believe that this project is a worthwhile and necessary educational commitment to support the youth and families of our neighborhoods as our communities begin to change and technologically develop to meet the needs of today's society.

Sincerely,

Bryan Van Dorpe
Executive Director

29 December 1997

The Honorable Stephen F. Lynch
State Senator
State House, Room 312D
Boston, MA 02133

Dear Senator Lynch:

The Boston Harbor Association, a non-profit, public interest organization founded in 1973 to promote a clean, alive, and accessible Boston Harbor, strongly supports the establishment of the South Boston Oceanographic Academy Charter School.

For the past four years, The Boston Harbor Association has sponsored a harbor education program for Greater Boston inner city high school youths. Each school year, close to 700 students participate in field trips and lab work on Boston Harbor and receive special classroom presentations on the Boston Harbor Project.

Based on student feedback to our program, it is clear that students are very interested in maritime and oceanographic programs and careers, and would welcome opportunities to be better prepared in the natural sciences. The curriculum you are proposing for the Charter School, with its emphasis on the sciences and mathematics, fills a current void and will provide much-needed in-depth training to young people.

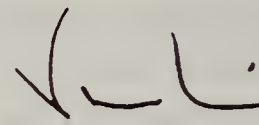
Teacher evaluations of our program have urged us to consider expanding our program to the middle grades, in an effort to provide more instruction in the sciences earlier on. The proposed South Boston Oceanographic Academy Charter School, which begins in grade 5, targets students in math and the sciences at what is considered an ideal age by many educators.

Your efforts to establish the South Boston Oceanographic Academy Charter School, with its academically rigorous curriculum and with programs which draw upon the resources of Boston Harbor, will help

prepare urban youths for many and varied career opportunities in the 21st century.

You are to be commended for your bold vision and foresight. We look forward to working with you in the coming months to make the South Boston Oceanographic Academy Charter a reality.

Sincerely,

A handwritten signature in black ink, appearing to read 'Vivien L.', with a stylized flourish at the end.

Vivien L.
Executive Director

VL: pr



University of Massachusetts Boston

*Environmental, Coastal
and Ocean Sciences (ECOS)*

100 Morrissey Boulevard

Boston, MA 02125-3393

Tel 617 287-7440

Fax 617 287-7474

*Policy Center for Marine
Bioscience and Technology*

Tel 617 287 7458

Director:
Harlyn O. Halvorson
UMass Boston

Steering Committee:
Donald Abt
Marine Biological Laboratory
Harvey Brooks
JFK School of Government
Priscilla Brooks
Conser. Law Foundation
John Burris
Marine Biological Laboratory
James Butler
Harvard University
James Clegg
Bodega Bay Marine Station
University of California Davis
Richard Delaney
U Mass Boston
Bill Delahunt
United States Congressman
James Ebert
Marine Biological Laboratory
Gary Glenn
*Mass. Foundation for
Excellence in Marine &
Polymer Science*
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Boston Univ
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Natl. Fisheries Inst.
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USDA / ARS
Jack Pearce
*NE Fisheries Science Center,
NOAA*
Fernando Quezada
*Biotechnology Centers of
Excellence Corp.*
Larry Susskind
Mass. Institute of Technology

December 30, 1997

Senator Stephen F. Lynch
Massachusetts Statehouse
Room 312D
Boston, MA 02133

Dear Senator Lynch:

We want to express our strong support for the concept of a **South Boston Oceanographic Academy** for the South Boston area. We have been working with Mr. G.G. Campbell, Seareach / CMI, on an Aquaculture Interactive Project which is designed for schools in this area that are dealing with science and math to develop programs as well in oceanography, environmental science and aquaculture. By building upon these strengths, such a charter school could provide leadership in the educational concept of excellence.

The Policy Center for marine Biosciences and technology (PCMBT) and the Environmental Coastal and Oceans Program (ECOS) at the University of Massachusetts Boston, realized some time ago that to prepare the public to make environmentally sustainable decisions we need an informed population. The way to approach this is through our secondary schools. To be successful we will need teachers in our secondary schools that are knowledgeable in oceanography / environmental sciences / aquaculture and have the resources to include these areas in their curriculum. A bridge needs to be built between the practitioners, managers and educators. We believe that by using our experiences we can assist in creating and sustaining such developments in our education program. Thus, we strongly support the concept and the establishment of this School.

Regards,

Harlyn O. Halvorson, Ph.D.
Director PCMBT

William Robinson, Ph.D.
Director ECOS

CMI Consensus Management, Inc.

P.O. Box 900, Ipswich, MA 01938, tel. 508-356-1785, fax 508-356-3534

December 29, 1997

**SENATOR STEPHEN F. LYNCH
MASSACHUSETTS STATEHOUSE
RM 312D
BOSTON, MASS 02133**

To Whom it May Concern with regard to the **SOUTH BOSTON OCEANOGRAPHIC ACADEMY CHARTER SCHOOL:**

I am writing this letter in strong support of the idea for the **SOUTH BOSTON OCEANOGRAPHIC ACADEMY** for the South Boston area. I am currently working on the approval of a major grant for an **AQUACULTURE INTERACTION PROJECT** with the secondary schools of the New England area in conjunction with the National Science Foundation, AT&T, the Arthur D. Little Company and **PICTURETEL**. In writing this proposal for involvement with the secondary schools of this region, it is very evident that there is a lack of programs dealing with excellence in math and science, and in particular, with the oceans and aquaculture. Also in looking at the involvement of secondary schools in this area we discovered the Bridgeport Aquaculture High School as well as the New Bedford Regional Voc-Tech High School that do specialize in oceanography, math and the sciences. It is very obvious that these schools are head and shoulders above the rest of the high schools, as evidenced by the excitement of the students, the staff and the parents in the educational concept of excellence.

SEAREACH, our parent company has been involved with port and harbor development, environmental analysis, fisheries, and coastal resource management now for the past 15 years. This company realizes the need for qualified oceanographic/environmental/aquaculture training from the primary secondary educational level right through college for this country to once again regain its premier position in the fields of math and science. Consensus Management has been involved with the management of schools systems for the past four years - for we as business people did not see the present managers of school systems properly engaging students in the pursuit of teamwork and quality in schoolwork. We feel we have made a difference in the Ipswich School District with the use of Total Quality Management and teamwork in the schools; possibly we can also help in the formulation of this school.

We are looking to become integrally involved with the **SOUTH BOSTON OCEANOGRAPHIC ACADEMY** in their environmental/oceanographic program because of the potential it holds to become a model math/science educational program in this region. We strongly support the School and the concept.

Sincerely,


G.G. Campbell
President SEAREACH/ CMI



Massachusetts Port Authority
One Harborside Drive, Suite 200S
East Boston MA 02128-2909
Telephone (617) 428-2800
www.massport.com

Mark E. Robinson **Peter Blute**
Chairman Executive Director & CEO

December 30, 1997

Senator Stephen F. Lynch
Room 312D
State House
Boston, MA 02133

Dear Senator Lynch:

On behalf of the Massachusetts Port Authority, I am writing to you in support of the South Boston Oceanographic Academy Charter School. As I understand, Massport is presently working to assist in finding space in the area.

It is also my understanding the charter school has been approved by the Massachusetts Department of Education to submit a final application. As a major land owner of the port properties and the operator of the Port of Boston, I am very much excited about the curriculum and hope prospective students and potential graduates can some day in turn assist Massport in its state mandated mission.

Thank you for allowing me the opportunity to provide comments and I welcome the invitation to fully participate in the entire process. If you have any further questions or desire more information, I can be reached at Massport's new offices, (617) 568-1000, Logan Office Center, One Harborside Drive, Suite 200S, Logan International Airport, East Boston, MA 02128.

Best wishes on this endeavor and much luck for a successful 1998!

Sincerely,

Peter Blute
Executive Director & CEO



December 31, 1997

The Honorable Stephen F. Lynch
Massachusetts State Senate
The Massachusetts State House
Room 312 D
Boston, MA 02133

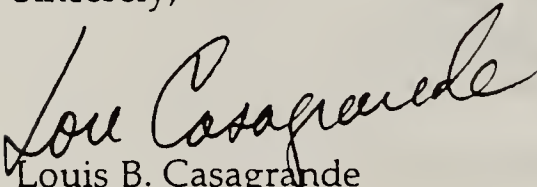
Dear Senator Lynch,

I am writing on behalf of The Children's Museum to extend our whole-hearted support for the proposal for the South Boston Oceanographic Academy Charter School. As an established leader in bringing children to Boston's waterfront, The Children's Museum looks forward to assisting a neighboring institution to do the same.

The Children's Museum's expertise in engaging children in learning could make a valuable contribution towards establishing an excellent new public school on the new Boston waterfront. Engaging a child's curiosity is a first step in the learning process. Students in the fifth and sixth grades stand to particularly benefit from the approaches to learning in science we have developed at The Children's Museum.

Thank you for the opportunity to comment on this proposal. We look forward to our future partnership with the South Boston Oceanographic Academy Charter School.

Sincerely,


Louis B. Casagrande
President

Mrs. Mary Contartese
120 H Street
South Boston, Mass. 02127

December 30, 1997

Senator Stephen F. Lynch
State House, Room 312D
Boston, Mass. 02133

Dear Senator Lynch:


I am grateful for your support of programs that continue to benefit the families of our wonderful community.

What could presently be more worthy than the Charter School you are proposing for South Boston.

The favorable impact this school will have on this community and its youth, I cannot adequately express.

Please know that I am available, should you need my help.

Sincerely,


Mary Contartese

RAFFAELA C. HANLEY
ATTORNEY AT LAW
507B EAST BROADWAY
SOUTH BOSTON, MASSACHUSETTS 02127

TELEPHONE (617) 269-6200
FACSIMILE (617) 269-6011

December 29, 1997

Senator Stephen F. Lynch
State House, Room 312D
Boston, Mass. 02133

Dear Stephen:

Thank you for your strong position in promoting educational opportunities for the youth of our community. Throughout your tenure at the State House you have actively worked to support working class families in the effort to improve quality of life. In my opinion, the most important element is the education of our children.

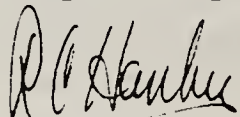
I am informed of the potential for a charter school in South Boston. A charter school in South Boston would be a wonderful opportunity for the families and youth of our community. I am thrilled that this venture may include oceanographic studies. How spectacular!

Please remain firmly dedicated to the realization of a charter school in South Boston and be assured of my complete support.

If I can assist in any way, please feel free to contact me.

My best wishes for a happy new year.

Very truly yours,



Raffaella C. Hanley

Wednesday
December 31, 1997

Dear Senator Lynch,

I have just finished reading the proposal for the South Boston Oceanographic Academy Charter School. To say that I share in your enthusiasm would be downplaying my reaction. I am a strong advocate of Ed Reform & Charter schools so that any alternative to what the city presently offers is very much worth looking into.

Your comments concerning the needs of all the children in the South Boston Community are both crucial and so very necessary if we are to honestly show our youth that we indeed care about them & their education. As the parent of a soon to be sixteen year old and an even sooner to be ten year old, I am, like so many others, always looking to better serve my children's needs and to remain actively involved in whatever it takes to accomplish this. Your strong belief that a school's success can only be enhanced by parent involvement is absolutely true. Without communication between school and home, the hard work & strong commitment of all who would be involved in this endeavor will only end up being "like all the rest of our schools."

There are so many great ideas in this proposal and as long as what you offer doesn't get lost in all the rest of what goes along with starting up a new school, you will be successful. Growing one grade at a time is a definite plus. It doesn't work any other way. It becomes too overwhelming and brings many unforeseen

problems. The total school enrollment is perfect and will work well in keeping to the outstanding Curriculum plan you have laid out. I am not sure how I feel about the longer day & longer school year. Having just been involved in another Charter School using this as part of their plan has left me with some doubts as to its merit. I would be open to discussing the pros & cons of this with you.

To conclude this letter let me commend you & your group on a very exciting venture and I would be honored to become a part of it. The need is definitely there for a school like this and if it can remain "equally" diverse while servicing the South Boston Community, you will have hit pay dirt.

As ever, you are always working for us and you have my respect for doing so. Thank you. Call if I can do anything to assist you.

Sincerely
Barbara A. Mulligan
269-4035